

THE SIERRA EDUCATIONAL NEWS

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Two Ways Lead Down

("... he passed by on the other side."—Luke 10, 31.)

Two ways lead down to Jericho;
And one way is the way men go
Who close their ears, and care no jot
If others win the way, or not;
Who fix their goal, and brush aside
The little ones for whom One died,
Because they would be first below—
Two ways lead down to Jericho.

Two ways lead down to Jericho:
And one way is the way men go
With hearts to hear when others call
Who faint and stumble, fear and fall.
They know that God gives skill and speed
To those who give to brother need,
Since Love is swift as Greed is slow—
Two ways lead down to Jericho.

Two ways there be, the high and low—
Are there two ways to Jericho?

—Roy Temple House,
In the Christian Advocate.

(Sonnet)

The Teacher

O holy privilege—to teach! To lead
The way to Wisdom and to Truth divine.
To waken passive powers, and these incline
Toward highest service and ambitious deed;
To plant in vernal gardens living seed
Whose harvest shall the tiller's hope outshine;
And in the mint of Youth to stamp his sign
On new-found gold from deeps of young minds freed.

Such empire—guiding souls—is recompense
Supreme. And be these learners weak or strong
From them the Teacher gains more than he gives.
As heir to ages of experience,
He adds his own, then passes it along;
And thus, in all who follow, he still lives.

—By Josephine Howard.



EDITORIAL



THERE has recently been issued from the Government Printing Office, by the Bureau of Education, Bulletin No. 35, 1919. It concerns the origin, development and distribution of the Junior College in the United States as an

THE JUNIOR COLLEGE

organic part of the secondary school system; and deserves a wider recognition than it is likely to receive from a Bureau of Education publication. It is a welcome addition to the literature in this latest form of the secondary school. In a half dozen pages regarding the origin and early examples of the junior college, there are noted the suggestion of Henry Tappan, Michigan, in 1852, of the possible "transfer of the work of secondary departments of the University to the schools" (though nothing came of it); a similar hint from President Falwell, Minnesota, about the same time, and President James in Philadelphia. Notice is taken, too, of the practical adoption of the principle of the separation between College and University education by the University of Michigan in 1883; and finally the policy of President Harper in separating the "academic College" (the freshman and sophomore years) from the "University College," and, in 1896, calling them respectively the "Junior College" and "Senior College." It is premised, even, that "the suggestion of an extended period of secondary education no doubt comes from Europe"—citing the famous Strassburg School of John Sturm, the German Gymnasium and the French Lycee as typical of such institutions, reaching down to certain of the traditional elementary grades and up beyond the usual high school. The origin is perhaps lost in the early, ill-defined vision, and the crude

groping to fit the education of the entire period of youth to the changing needs of youth, to a rational conception of which we are only just approaching in our own day, and in the United States, and mainly in the west.

A LONG with, and a part of these genetic studies, and of particular interest to Californians, because of our part in the movement, the author notes that in 1892, "independent of the Chicago movement, but influenced by what Dr. Lange called a beneficently potent bacillus coming from the University of Michigan," the junior certificate plan was inaugurated. Then came the legislation of 1907, permitting two added years to public high schools, and three years later, the organization of Fresno High School on this basis. Most of the discussions, this one included, ignore the fact that the American Academies, predecessors of the American high school, not infrequently did not only the usual secondary work, but one, two or even more years beyond. Notwithstanding our traditional organization there has been the feeling, if not the conviction, that the early work of the College has been secondary work; and the feeling is now working into something of a policy. The bulletin gives a list of 105 junior colleges now—18 in California, 14 in Texas, 13 in Missouri, and but 3 other states that have more than 5. The latest reports show an enrollment of about 2500—40 per cent of them in our own state. Of the 105 institutions, 26 are for women only; 7 for men only; the other coeducational. Fifty-six are in southern states. One, only, is in New England. Of the 105 Junior Colleges, 39 are organic parts of the public school system.

BOTH the University of California and Stanford have, for years, had under consideration the elimination of lower division Freshman and Sophomore work, a tendency that received additional confirmation from President Barrows' first address before the University meeting at Berkeley a year ago:

If the university is to do its duty properly and thoroughly it must restrict the performance of its duties to those it can legitimately undertake. This university is continually besieged to take over varieles of activity inappropriate to a university. We have taken them in the past, but we will not sustain them in the future.

Students should not come to a university expecting elementary [pre-college] instruction. A university is not the place for the teaching of elementary mathematics or instruction in the mother tongue. These are not things for it to do, and the time has come when we will refuse to do them any longer.

The time has come when we will refuse to teach students who come unprepared.

All of which implies, though not expressly stated, that a somewhat sharp distinction is contemplated between secondary studies, from the beginning of the Seventh elementary grade, through the high school, to the end of the Sophomore year. Among all the states, California occupies a prominent position in thus segregating secondary instruction—and, incidentally, the Junior College.

R. G. B.

ON November 2nd at the general election, there will be brought before the voters a constitutional amendment providing for adequate support of the elementary and secondary schools of

the State of

THE CONSTITUTIONAL AMENDMENT

California. This measure, if it be-

come law, will equalize educational opportunities for all of the children of all of the people in the state. This measure is No. 16 on the ballot. Our September issue carried an argument for the proposed amendment, written by State Superintendent Will C. Wood, and a Primer of School Finance,

prepared by the Initiative Committee of 15, under direction of Chairman Mark Keppel. There has now been issued in compact form, a booklet carrying the proposed constitutional amendment, the present Section 6, Article 9, of the Constitution, which it is proposed to amend, a summary of the proposed amendment, Superintendent Wood's argument, and the Primer of Finance. This Primer states clearly the sources of all school moneys and shows how such funds are applied. This booklet gives in concrete and compact form the arguments for a larger state and county support for educational purposes.

Many thousands of copies of this booklet have been printed. These are being sent out to superintendents and others throughout the state by Chairman Keppel of the committee. A copy of this booklet should be in the hands of every teacher in the state. As Mr. Keppel says:

"At least a million voters will cast their ballots on November 2nd, and beyond any doubt 90 per cent of those persons would vote 'Yes' on our amendment No. 16 on the ballot if they knew about it and understood it. The committee depend upon the 19,000 school teachers and 11,000 school officials to inform this multitude of voters. Every one of the 30,000 will need to reach about 40 registered voters. This is a great, but not impossible, task."

If there is any teacher in the state who does not through the superintendent, or other school official, receive a copy of this booklet, she should write at once to Superintendent Keppel or to this office. Nearly two million cards have been printed for circulation among the voters. These, also, should be in the hands of every teacher. From now until the polls close on election day, no effort should be spared to reach every man and woman in the State of California. The passage of this amendment will bring to the schools of the state a new era of usefulness. Vote "Yes" and get others to vote "Yes" on No. 16 on the ballot on November 2nd.

THE place and purpose of the educational journal has been discussed from time to time during the past decade. There are many teachers representing all phases of educational activity who

THE EDUCATIONAL MAGAZINE

give little or no attention to current educational thought or practices as reflected in an educational publication. For the most part, however, teachers generally make use of the educational journals. Certain of these magazines devote large space to articles dealing with specific educational problems in organization and administration. Other magazines are chiefly interested in the problems incident to teaching, to class-room management, or to methods or devices in school subjects. In the June issue of the Wisconsin Journal of Education, Dr. O'Shea has a timely editorial entitled "Thoughts on Educational Journals." He speaks of the difficulties encountered by the educational journal and the fact that in the past there have been frequent casualties in the list and suspension of publications. He then goes on to say:

"There have been fewer untimely deaths among teachers' magazines during the last decade than in any preceding decade for a long time back. Even during the critical period of the war there were not many educational journals that gave up the ghost. This indicates that the teaching profession has been growing more stable and that professional interest has been increasing, despite the pessimistic views of both educational people and laymen."

There has been quite general criticism on the part of many educational and other folk of what they would speak of as the "superficial treatment" in the teacher's magazine. Dr. O'Shea brings out clearly the fact that a publication devoting itself en-

tirely to the larger philosophic problems will not meet the needs of the young and inexperienced teacher. There must be some attention given to methods and devices, and experience shows, in the opinion of Dr. O'Shea, that "the magazines that were established for the purpose of discussing the foundations of education, and that made an appeal only to those who entered teaching as a life pursuit, were almost without exception short-lived." Our observation is in line with that of D. O'Shea. There is always a problem as to the proper adjustment in the pages of a general teachers' magazine. The teacher who does not find in the magazine something useful to be applied in the regular daily work is very likely to become disheartened and refuse altogether to read the magazine. The teacher of the rural school is confronted by problems somewhat different from those that are the part of the teacher in the city high school. It follows, therefore, that any educational magazine, the purpose of which is to help all the teachers of a given state or region, must be somewhat general in its character. It must attempt to cover the primary and high school fields, touch problems incident to college work, teacher training activities, vocational work, newer plans in organization and administration, subject-matter and method, and other important phases.

Then, too, there is much in what Dr. O'Shea says as to the need for brief, sketchy articles, or notes, on current educational happenings. There is always danger of playing up to too great an extent personalities in education, rather than problems. Educational literature should be brought to the readers in a briefed form, and some of the best books reviewed for their benefit. All in all, the financial and educational problems underlying the issuance of a successful magazine for the teaching profession are anything but simple.

THE question, "Is the war over?" was frequently asked in the anti-bellum days following the stirring period of '61 to '65 and up to the year 1914. Such questions always had appli-

IS THE WAR OVER?

cation to the war between the North and South. In making such inquiry now it will be necessary to specify which war. Our present reference is to the Rebellion. We had hoped that the great world crisis which called into action all right-thinking peoples had put an end for all time to any feeling of enmity or resentment on the part of men and women of either section of our country. We were surprised to read in a recent telegraphic dispatch as follows:

"Sept. 27.—Dispute as to the propriety of a lecture on Harriet Beecher Stowe resulted today in the resignation of the faculty of Chatham Episcopal Institute. The engagement for the lecture was canceled by Rev. C. O. Pruden, president of the institute, who held any eulogy of Mrs. Stowe before Southern girls would be out of place. Principal Willis and members of the faculty, composed in part of woman graduates of Northern colleges, disagreed, and when President Pruden refused to rescind his order, voted to submit their resignations, effective Friday."

This means that the war is not yet over. There is anger and bitterness and hatred still. Harriet Beecher Stowe, knowing no North or South, but loyal only to country and principle, is still regarded as a one-time enemy of the South. Especially humiliating is it that the order cancelling the lecture on Mrs. Stowe came from the President of an Educational Institution. Such an individual is usually looked upon in a community as a leader and shaper of thought. It is to be hoped the reverend gentleman (can he be characterized by the term educator?) does not represent the community of which he is a part. Only a reactionary, a traditionalist, one living in the past,

could assume such an attitude. Narrowness and provincialism is of course not confined to that geographic section of our country lying south of the Mason and Dixon Line. We have faith to believe, however, from personal contact with thousands of southerners in every part of the South that few of the new generation, and rarely ever one of the thinning ranks of the brave men in gray, harbor a thought of malice or ill will.

That there were teachers in this educational institution with sufficient courage and bravery to resign in protest to the cancelling of the lecture is a hopeful sign. That the teaching profession still numbers among its members, and in positions of trust and honor, men of such fore-shortened vision as that evidently possessed by the President of Chatham Episcopal Institute gives us pause for serious reflection. Is it any wonder education is localized in the United States? Is it any wonder so many of our people fail to appreciate the obligation of state and nation to the schools? Is it any wonder that the need for equality of educational opportunity demands general expression? Evidently the South as well as the North needs, in positions of educational leadership, men and women who can see in large units, think in terms of humanity and act in accordance with Twentieth Century progress.

WE were taking a hurried lunch at a modest cafe preparatory to returning to a beckoning editorial desk. Two midshipmen on shore leave were seated on stools at our left. A slim

stooping youth of twenty, from the small country town apparently, took the seat at our right. He gave his order in a jerking, nervous manner, slid down from his seat and approached the men in uniform.

VOCATIONAL ADJUSTMENT

We watched and listened. "Where can I enlist?" asked the boy. "I want to join the Navy." The midshipmen, older men, one of whom I saw had been overseas, looked gravely at one another. "Where do you want to go?" one asked. "Anywhere," came the reply. "I want to join now." He was told that there were recruiting stations open on the morrow. Tonight they were closed. The boy returned to his seat and his meal.

Wondering, we turned to him. We presumed he had been studying overzealously the attractive posters such as are scattered up and down the streets of every city. These cartoons picture life in the Navy as a continuous play spell. "Why do you want to join the Navy?" we questioned. "I want to see the world," came back the quick retort. Evidently the lad had been reading the posters for he spoke in the familiar phrases so often seen in print. "Have you a trade?" was our next question. Hesitating, the reply came, "Yes, but I don't want to fall back on that. I am a trimmer—auto tops. I want to do something else."

And my mind drifted away to a home in a country town of this state—of any state—of every state. There had been trouble at home, I could see that. A boy misunderstood; courses of study ill-adapted to his needs or desires; lack of proper supervision; no attempt at vocational adjustment. Here was a boy similar to thousands with whom I had come in contact overseas, in France and Germany. Our schools are full of such. They need suggestion and direction rather than dictation and criticism. As much as ever do we have use for knowledge of mathematics and English and science (provided such mathematics and English and science is of the type that can be applied and opportunity offered in the schools for such application). But we need along with this, and in greater degree than this, a study of the boy and

his problems; his likes and his abilities, that he may better select the occupation he is to follow. For to succeed fully, this occupation must be one that shall yield him financial returns not only but success in its larger meanings—happiness and satisfaction and ability to serve well his community.

THERE should be a County organization of teachers in every County in the State. For years this magazine has strongly advocated this type of organization. The County is the natural, legal unit for administrative purposes. The teachers of each

COUNTY ORGANIZATION County are required by law to meet in annual Institute. The formation, therefore, of a County organization is a perfectly natural and easy matter. A set of officers and a simple set of working By-laws are, of course, necessary. During the past year a number of Counties have effected such organization, including the Counties of Alameda, Kern, Lake, Modoc, Nevada and Siskiyou. Before the close of the calendar year there will be working organizations in many of the 58 Counties. There is, of course, no difficulty whatever in forming an organization of teachers in the schools of a City. Such teachers are called together frequently during the year. Most Cities have such organizations.

Several months ago we addressed a communication to the City and County Superintendents of California, calling attention to the need for such organization, brought about especially by the crisis in education, and the call for concerted and aggressive action toward the enacting into law of the proposed constitutional amendment. In this communication we said:

"Is there a closely knit organization in your City or County? Will you see that the teachers

are called together for organization? If this is impossible, will you at once, and before the close of the year, send a personal communication to each one? The time for decisive action is here. The integrity of the schools demands that no effort be spared that may lead to results. The State Association has been entrusted with the responsibility of carrying to a successful issue the campaign to properly finance the schools. We shall succeed if every teacher in the State becomes at once a working member of the C. T. A."

In any proposed plan of section reorganization in our State, provision should without doubt be made for representation on the Section Council of each County organization of teachers. Each City also, working under a Board of Education and a Superintendent of Schools, and permitted by law to hold an Institute, should likewise have representation on the local Council. This will give to those teachers in a given County or City, who cannot attend a State meeting, a purely democratic representation. It will also guarantee increased responsibility and hence increased interest in the larger educational affairs of the State. All of this should greatly increase the membership in the Association. Such increased membership is desirable and necessary, not alone that the finances of the State Association may be placed upon a more secure foundation. A united front on the part of the teaching force in County or City makes for results, legislative and otherwise, impossible to secure where small groups or individuals only are concerned. Thus each teacher owes it to his associates to lend that support so necessary for the benefit of education, the community and the profession at large. And, in the last analysis, it is the individual teacher who needs the support of the Association, more than does the Association need the individual teacher.

In Alameda County a great work has been done through County organization. Teachers of other Counties, wherever effective organization has been formed, are enthusiastic. Says Chairman Keppel of the Initiative Committee of Fifteen, in

a recent communication to County and City Superintendents, District Superintendents and High School Principals:

"Several Counties already have strong County organizations. This Committee urges the County Superintendents of Schools of each of those Counties not already organized, to effect such organization not later than Saturday, October 2, 1920, and to effect the organization later, if it cannot be done by October 2."

In a number of Counties where organization has been recently formed, the officers are asking as to the method of connecting with the work of the State Association, and on what basis representation may be secured. Those persons throughout the country who have had most successful experience in State teacher organizations agree that the geographic or section branches of a State Association should provide for this County representation. Undoubtedly provision will soon be made in the Sections of the C. T. A. for such representation. Until this time comes, the County should be invited to send representatives to these section Council meetings, these to participate, without vote, in the proceedings. This will permit reporting back to the local group and bring about harmony of action on the part of all.

Vote YES on

No. 16

**Give Every Child A
Square Deal**

**Equalize Educational Opportunity
Safeguard the Schools**

ELECTION NOV. 2nd

TEACHERS' RETIREMENT SALARIES**WILL C. WOOD,****Superintendent of Public Instruction**

THE teachers of America have been so busy during the last three years, trying to restore to themselves sufficient purchasing power in the way of salaries to meet the increased cost of living that they have permitted the problem of retirement salaries to sink somewhat into the background. We are so busy trying to live today that we have had little time to think about living tomorrow. It would seem to me, however, that during this time of readjustment, we should consider the retirement salary, not as a thing separate, but as part and parcel of the entire problem of bettering the conditions of teaching. This has been borne in upon my thinking during recent months, by my experience as executive officer of the teachers' retirement salary board of the State of California. In 1913, when our retirement law was passed, the amount of retirement salary was fixed at five hundred dollars per annum. This was deemed the minimum amount necessary to keep the body and soul of a retired teacher together. While active teachers have found increasing difficulty in meeting the increasing cost of living and while active teachers have also succeeded in part in restoring the purchasing power of their salaries, the retired teacher has had no increase in her allowance. The meager five hundred dollars we have allowed will purchase only half as much food and clothing as it purchased in 1913, consequently our retired teachers are today the greatest sufferers among us.

We have about eight hundred retired teachers on our rolls at present. It is distressing for us to receive at Sacramento at the end of each quarter, along with expressions of gratitude for the meager warrant for a hundred and twenty-five dollars, statements that the annuitants have found the allowance so insufficient that they have been obliged even in their old age to seek employment in canneries or fruit yards, or as seamstresses or in over-all factories. And it is even more distressing because our social legislation, designed to better the conditions of human life, have operated to the disadvantage of our annuitants. We have a minimum wage law for women. The wage is fixed on the basis of the earning power of women in the prime of life. But the fingers of those who have grown old are not so nimble, and their eyes are not so keen as those

of younger people, consequently employers turn a deaf ear to their applications for a chance to work to supplement their inadequate allowance. Old people are not wanted in industry because they cannot earn the minimum wage.

The conditions of the retired teacher brought about by the decrease in the purchasing power of the dollar is sufficiently distressing, but the bad effects upon the schools is becoming more apparent. The retirement law, it must be remembered, was passed for the benefit of the children. The state felt that it was under obligation to the boys and girls to retire teachers who had become more or less ineffective in their work because of infirmities due to age and long service. The annuitant, finding her allowance inadequate and finding also that the doors of industry are closed to her so that she cannot earn enough to supplement her allowance from the state to enable her to live, turns again to teaching. The shortage of teachers is her opportunity. School boards in the remote districts are taking teachers "unsight and unseen." The number of teachers applying for retirement at the end of each quarter is much smaller than it was four or five years ago. It is evident that the boys and girls are being taught by an increasing number of ineffective teachers because of the failure to increase the retirement allowance to meet the increase in living costs.

But the effect on the teaching work, of this failure to do justice to the retired teacher, is even more far-reaching. The nation faces an unprecedented shortage of teachers. Young people are no longer preparing to take up the teaching work because of the inadequacy of compensation for teaching. By compensation, I do not mean only the monthly pay check. I mean the whole wide range of compensation, spiritual, social and material. In the undemocratic society of medieval Europe, teachers were paid very little in money but they sat at the table with the family of their lord, had a part in the social life of the castle and were taken care of in old age by the lord's family. Learning and ability to teach were not paid for in money, but they were respected. But a democratic society cannot exist on a basis of patronage. Rightly or wrongly, American democracy expects every adult citizen whatever his age to pay his own way in money. And the social

position of an individual depends upon his ability to pay his own way. The individual who exists on the bounty of relatives or friends is not always thoroughly respected. Spiritual and social respectability are coming more and more to depend upon one's ability to "hoe his own row" and meet his own obligations. The young people of America recognize this. They see devoted men and women who have given their lives to the service of humankind, adrift in old age, dependent upon friends and relatives. They recognize that it is the lot of the dependent ex-teacher to end her days in unhappiness, *sans* money, *sans* social position, *sans* respect, *sans* everything. They choose, therefore, a less serviceable calling, and leave the halls of teacher-training institutions almost empty.

I realize that many citizens will say that the present economic situation is only temporary; that the cost of living has reached its peak and will soon begin to go down hill. However, a study of economic history leads me to think otherwise. In the matter of prices, all wars have shown on the one hand a sudden ascent to a peak during warfare, and on the other hand, not a sudden descent, but a wide plateau with a very gradual downward slope. After the Civil War, prices held up for over a decade, because of the inflation of the currency. The inflation of the recent war was proportionately greater, so we must expect a long period of high prices. And during that period we must either raise the retirement allowance or allow helpless annuitants to suffer. I am in favor of raising the retirement allowance as a matter of justice to the teacher and as a matter of protection to the pupils and the nation.

And how is this to be done? There is one thing we teachers must bear in mind—that retirement plans cannot be organized and maintained forever on principles of "wild-cat" finance. It is our business to see that the future of any fund is safeguarded; that the income and outgo shall be carefully estimated; and that we find ways to keep the income at least equal to the expenditures. Deficits do not pay retirement salaries as many an ex-teacher who retired in good faith will testify out of the bitterness of her heart. A retirement law places the teachers under obligation to see that sufficient revenue is provided.

Perhaps a brief review of the California plan will be of interest. The law provides for its administration by the State Board of Education. I will vouch for the fact that it has been

wisely administered. The income is from five sources: (1) Teachers' contributions at the rate of one dollar a month. The annual receipts from this source amounts to about \$200,000. (2) Five per cent of the inheritance tax, amounting to about \$150,000 annually on an average. (3) Interest on our investments which now amount to approximately one million dollars, the income from this source being about \$45,000 annually. (4) Gifts and legacies which so far have been nil. (5) State appropriations, which have been nil. We estimate our total income for next year at \$384,000 and our disbursements at \$336,000 including \$8000 for administrative expenses, leaving a balance of \$51,000 for investment. This will be the eighth year of administration and our income still exceeds our expenditures. However, there is no question but that we have almost reached the point where expenditures will exceed the income. Were it not for the fact that old teachers are not retiring, as formerly, we would now be on the downward grade. When the teacher shortage has been overcome, we expect a great increase in the number of applicants for retirement and a greater drain upon our resources.

Teachers are retired at \$500 a year, after thirty years of service, the last fifteen of which must have been in California. Disability allowances may be made after fifteen years of service, the amount being the proportion of \$500 that the years of service bear to thirty years. All teachers entering the service since August, 1913, are bound to contribute and most of those teaching in 1913 have accepted the conditions of the act. We do not return contributions where a teacher leaves the work before retirement. No teacher can retire until she has paid \$360 into the fund. We have no age limit.

I am in favor of doubling the amount of state support by increasing the amount set aside from the inheritance tax from 5 to 10 per cent. I also favor increasing the amount of the teachers' contribution from one to two dollars a month. I would like to advocate a doubling of the retirement allowance also, making it \$1000 instead of \$500 as at present. However, we must recognize that our fund is not being safely financed on the present basis; that even under our present plan we must find more revenue in a short time. Consequently, I do not believe we can safely double the allowance. We can, however, advance it to at least \$750 a year, if the income is increased as I have suggested.

We are aware that the California plan for retiring teachers is not based upon scientific principles. We are aware that any business man would condemn it because there is no scientific relationship of income to expenditure. We don't know how much will be required to meet the obligations in 1922 or 1925 or 1950. We ought to know this, and then set aside enough money to meet those obligations when they become due. But we are also aware that no one, not even the life insurance actuaries or agents of private foundations can estimate future expenditures with any degree of accuracy. American experience with retirement salaries for teachers has been too brief; the data collected by systems operating over a period of years has been too incomplete for actuaries to develop dependable scientific tables which we may use as a guide. Annuity tables used by life insurance companies are not fully adapted to our needs. The experience of European countries in handling teachers' retirement problems can not be applied successfully in America because conditions are so different. If we accept fully the recommendations of the actuaries, who are naturally

conservative, the teachers will have to contribute so much toward the retirement salary that they will find the payments a burden, or, on the other hand, the retirement salary will be so little that it will not be worth while. We in California are gathering data and employing actuarial assistance in analyzing it. We expect to develop our own tables, accepting them only tentatively at first, and correcting them in the light of our experience. We are not ready to sacrifice the humanitarian principle underlying the retirement salary, just to gain the approval of our plan by business experts who are as yet quite in the dark. We would rather err on the side of generosity, confident that the state will see us through if we get into deep water, than to err on the side of niggardliness. We believe that the state is better able to meet any deficiency by special appropriation, than the children are able to pay through sacrifice of efficiency in the schools. We in California shall work toward a business basis. Meanwhile, we shall go on, trusting in God and the people of California to see us through.

MENTAL TESTS AND THE HIGH SCHOOL

VIRGIL E. DICKSON,

Director, Bureau of Research and Guidance, Oakland and Berkeley

OUR high schools are rapidly becoming more cosmopolitan institutions. Each year, they are enrolling a larger percentage of the children of high school age. A few years ago, the high school students were a very select group. Only the most capable students mentally, usually those who had ambitions for the university, were found in the high school. While this is still true in large measure, conditions are rapidly changing. Everywhere there is a tendency to a wide range of elective courses. In many cities, there are technical and vocational courses. Students who used to drop out to go to work are staying in high school to get a better vocational training. Our high schools have a stronger holding power than formerly. A few statistics gathered from Oakland will serve to illustrate the increased holding power of the high schools. I have no reason to doubt that other cities could furnish data that would be somewhat similar to these.

During the period covering the past five years (1915 to 1920) the city population in Oakland has increased 20 per cent; the ele-

mentary school enrollment has increased 24 per cent; the seventh grade enrollment, 32 per cent; the eighth grade enrollment, 44 per cent; the high school enrollment, 70 per cent; and the number of high school graduates has increased 141 per cent. The adolescent students in the upper elementary grades and in the high schools are being held in school as never before. It should be noted that these increases occur during the war period when many boys were drawn into industry because of the high wages and dearth of workers. We assume that as social and industrial conditions now settle back toward normal the high school enrollment will show still greater increase.

The part-time education law is sure to enter as a factor in increasing the high school enrollment in California. Some boys and girls who formerly dropped out of school will now remain in school until the legal requirements are met.

What does this increased attendance mean to those who administer the high schools? It seems to me to mean that we must adapt our

programs and curriculums to meet the needs of a greater variety of individual differences. At one time we knew that most of our pupils were looking toward university. Now we know that we have many who do not wish to go to university and who ought not to wish to go to university. We must fit them for going into industry and life's work from the high school doors. The elective courses offered in most high schools help very much in meeting the needs of pupils who have different interests in life. But there is another problem that is not satisfactorily met by the elective system. This is the problem of the wide range of difference in mental capacity and mental alertness. I mean by this that among those pupils who elect a shop course there may be many who are keen and capable mentally while there are others who are dull and incapable and there may be all the ranges of mentality between these two extremes. The same conditions prevail in those groups that elect other courses. Generally speaking, pupils who vary widely in mental capacity can not be taught properly in the same class. This wide range in mental ability has been an important cause of elimination of pupils from the high schools. In our study of pupils who have dropped out during the past three years we have found that as a whole they show a much lower mental test than the average for their classmates. Many of them have failed simply because they could not keep up with the class. Failure has brought discouragement finally ending in quitting school.

On the other hand, those who are rapid mentally, chafe under the restraint and slow speed in a class that stops to make the work clear to the members who are mentally slow. In other words, the rapid and the slow both suffer when taught together. We should plan to segregate classes according to capacity to do work. We have segregated many classes in our high schools, as well as in the elementary schools, and in every class the results have led us to favor the plan for more extensive use. Let us call our groups, A, superior; B, normal; C, slow. The A group takes an extra subject and also covers an enriched program. The teacher's verdict is that these pupils simply "eat up" work, are easy to discipline, are happy in their competition, and grasp almost any situation with one explanation. They get a broad, deep foundation in all of their work. They can become masters in their educational work and we should expect from them the development of a very superior type of

leadership. They are richly endowed and much should be expected of them. We need not discuss the B group, for our educational work has always been planned for this group. The C group is composed of those who ordinarily can not keep pace with a regular class. These people develop much more self-confidence and self-respect when they are segregated from the rapid. Each fellow occasionally has the chance of doing something as well or better than others in his class. Every individual needs the tonic of success that comes from occasionally being able to do something just as well or a little better than anyone else in the class. Discipline in these classes becomes easier and self-respect of the pupils grows rapidly. Better work for all invariably results. This class is given a modified curriculum. They do not go so rapidly or cover as broad a course as the regular classes, but they do their work well.

Now the object of this discussion can be briefly stated. We believe that mental testing is an important tool for the high school administrator and teachers in making the desirable adjustments to meet the individual differences of pupils. The level of intelligence is probably the most important single factor in determining the placement or guidance of any individual. Here, I am using the terms placement and guidance in the broadest sense. In our high schools, we should do a great deal of educational and vocational counseling. The mental level becomes an essential factor in such counsel.

Formerly mental testing has been used almost exclusively for mentally low grade, or defective persons. As a result, there has been in the past a popular feeling that the pupil who is given a mental test must have something wrong with him. However, the rapidly increasing use of mental tests in the army, in industry, and in the schools is changing that feeling. Now people of all ages, classes, and stations of life are seeking mental tests as an aid in their own guidance.

Group tests have been devised which now permit us to give mental tests to all the pupils of a large high school in just a few hours. These tests should in no sense be considered final or absolutely accurate as a measure of an individual's capacity. We know that there are a great many instances where the test results disagree with the accomplishments of the individual in his general work. But we do know that the tests give us in just a few moments

data of tremendous importance as a general index of probability concerning an individual's mental capacity. Of course, there are other factors that must always play an important part in the guidance of a pupil, such as interests, habits, temperament, health and training. Yet, up to a certain level, the controlling factor for many vocations and responsibilities

in life undoubtedly mental capacity.

Mental testing is rapidly taking a place in our high schools as a tool to aid the administration in discipline, classification, promotion, and educational and vocational guidance of pupils. I commend the movement to the most careful consideration of all progressive high school administrators.

THE JUNIOR COLLEGE

ALEXIS F. LANGE

University of California

I DON'T propose to trace here and now the junior college movement from its local beginnings to its present nation-wide scope. Despite the high cost of living, I assume, hopefully, that professional interest has induced or is going to induce every high school principal to invest twenty cents in United States Bureau of Education Bulletin 35, 1919, which contains a sufficiently accurate historical and descriptive account of the junior college. Nor do I intend to argue once more in detail, on grounds of social need and democratic educational theory, for a secondary school system that shall embrace eight school years instead of four, the last two constituting, if you please, the junior college division. When one has for many years gone to and fro upon the earth, like Satan, in the cause of the junior college idea, one hesitates, even if there were time, to restep into footprints already made and left behind in the sands of time.

Taking numerous things for granted, then, I shall proceed to bring before you certain more or less related matters bearing on the further evolution of the junior college, particularly in California. In doing so I stand on the bedrock conviction that the fate of the junior college lies in the hands of high school men and women. They will make it; they may break it. You high school principals especially, as leaders in secondary education, may will it to be quick or dead, according to the visions of your opportunities and mission.

Now, the first remarks I wish to make concern the meaning of the term junior college. Perhaps I think it necessary to make these only because, owing to an accident of personal history, my days are lived in a social environment in which many hot winds of doctrine are blowing whence they list upon this new educational phenomenon; a phenomenon very dis-

turbing to minds unaccustomed to educational thinking. I shall be happy therefore if in your midst my remarks turn out to be superfluous. The windiest of these doctrines is that the junior college means half a college and therefore half a university and therefore a university preparatory school with pre-engineering, pre-legal, pre-medical, pre-every-other-profession courses but no pro-student courses. It follows that since by special act of Providence the *ne plus ultra* of perfection has been attained in our state university-colleges as to student life and educational methods and results, the standards of measurement for junior colleges are not far to seek. The obvious thing to do is to copy. It follows further that since junior college might become a menace to tradition and thrust greatness upon the university by reducing its bigness, they must be established and managed as branches of the university. The high school, alas, has won a certain measure of self-determination, but lest the old order be totally wrecked the junior college must be put under a government of the university, by the university, for the university.

Now, the forward-looking student of secondary education, I take it, cannot but refuse to accept all gems of such prehistoric workmanship. And the more truly loyal he is to the state and its university the less does he want this 20th century institution-in-the-making to resemble a resurrected octopus hunting for prey, with a new set of tentacles. He hopes, of course, that junior colleges will tend to prevent annual cloud-bursts of freshmen and sophomores from drowning the university proper. He knows about the economic relief junior colleges will afford to prospective university students. He is far from denying that many extra-young high school graduates had better be kept near home for two years more of safe-keeping and guidance. But he does not concede for a moment that such truly worth-while

Address given before High School Principals' Convention, Asilomar, March 31, 1920.

services are anything but by-products nor that junior colleges exist for the care and culture of the privileged few and for the amittioration of the sad lot of universities with swamped secondary school basements.

High School Culminates in Junior College

What is the pivot of his thought and the "hot spot of his consciousness" is the fact that the junior college is the fulfillment of the high school. Even without claiming the power of "second sight" he can easily see what a secondary school system culminating in the junior college would do for California, for the best possible educational preparedness of the greatest number, for democratic continuity and completeness of educational opportunities. He feels confident that with the junior high school in running order at one end and the junior college at the other, upper end, the cause for the criticism that for most American adolescents secondary education begins too late and ends too early and nowhere will have been removed. He feels certain also that without the junior college the secondary school can never wholly escape from degenerating into a preparatory institution or high school teacher from slaving as tenants for absentee landlords. Furthermore, can he fail to appreciate the widening horizons, the new sense of worth, the new incentives to professional effort and growth that are bound to come to high school men and women in consequence? Will they not, for example, be impelled to heed the *vox populi* declaring that there is always room at the top when they know that the elevator, if they so determined, will carry them upward beyond the twelfth grade floor year, even unto and into a university position, when the university shall have learned to respect and honor the Fine Art of teaching.

The sum and substance of these considerations is that if the junior college means a part of an obsolescent order, that if it implies a senior college, from which, by the way, the university cuckoo has ousted the original bird, the junior college movement is either not worth accelerating or else to be feared by those serving the cause of secondary education. On the other hand, if the junior college is a secondary school *de facto* and *de jure*, if it is the capstone or crown of the secondary school edifice, if it is the culmination and fulfillment of the educational design of which the junior high school and the senior high school are constituent parts, then no high school man or woman, intelligently and sincerely desirous of making

democracy safe for the world by making education safe for American youth, can afford to be a "slacker" in pushing, heading, directing the junior college part of educational reconstruction.

Middle Vocational System Needed

In seeing the nature and place of the junior college in this light we are not pushing the two per cent or so of our youth headed towards a university off the plane of vision. Their rights to an abundance of educational life, liberty, and happiness remain sacred, though not exclusive. But in the focus of our attention, we cheerfully admit, are not the few but the many, whose right to the means of making a life and of making a living are equally sacred. Concerning the many thousands, however, whom a junior college within reach would assist further in preparing for the master career, that of becoming nobly human, all over and through and through, I will say here merely in passing, "lest we forget," that the safety, worth and progress of our democracy depends fully as much on man- and citizen-centered education, high in degree and widespread, as an economic, work-centered so-called vocational training. But it is this that calls for special emphasis now in planning for the future of the junior college. It is coming to be a notorious fact that those who seek or should seek vocations occupying the middle ground between those of the artisan type and the professions are as yet nowhere and nohow aimfully provided for in our scheme of public schooling. National efficiency requires with increasing urgency training facilities for occupations that must be based on higher foundations of general education than the elementary school can erect, that presuppose greater maturity for grasp and mastery than boys and girls of junior and senior high school age have reached, that represent the positions to be filled by commissioned officers in the national army of peace. Only one whose educational thinking is without a country ignores the need of a middle vocational system. Does the traditional four-year high school meet this need? Obviously not. Will continuation and trade-school arrangements do so? Only in a poor makeshift fashion. The junior college can, and the law of service is: he who can must do. From the junior college should come the farmer prepared for farming as an applied science, as a business as a mode of life and, above all, as a matter of co-operative citizenship. From it should come the trained city

employee, familiar with municipal housekeeping and competent to "do his bit" as a loyal servant of the public. From it should issue not only highly skilled mechanics but also those who besides being that, appreciate the economic, civic and generally human aspects of the industrial organs of a democracy. With corresponding ends in view, the junior college needs to train those choosing to go into commerce. Our national unpreparedness for peace could hardly be better illustrated than by the fact that our commercial centers still cling to the crude and wasteful method of trial and error and seems to be satisfied, as far as our schools are concerned, with training leading to minor clerkships. Of course it is an essential element in the junior college idea that each junior college be adequately adjusted to its environment and dominant local needs. Sheep-like following the junior college bell-wethers should be out of the question. But I cannot refrain from stating that I am more than skeptical about the educational success of any junior college with only non-vocational departments. At the very least, it seems to me, each should provide facilities for advanced training for home-making and vocations radiating from the home and, secondly, a department of civic education for the common vocation of efficient citizenship, for the Americanization of the native, if you will, for the careers even now in the making, within the broad fields of city, county, and state administration.

Suitable Road Signs

Such glimpses of the goal to be reached, no one can prophesy when, inevitably raise the question of how to get there. Who will construct *El Camino Real*? Partial and most encouraging answers exist now. For California we may say, Lo! The junior college is here and has come to stay! But this very fact challenges every high school teacher and principal to assist in surveying the landscape for the best practicable junior college, state high way, or in tunneling through heads created by tradition in the image of re-enforced concrete, or at least in inspecting and "bossing" the job as it goes on. And for something like such co-operative endeavor we need to select, together, the most suitable spot for orientation and erect thereon legible and adequate road-signs. May I not, as President Wilson would say, speak of one or two such spots and recommend them for consideration?

High School the Starting Point

1. The approach to the realization of the

junior college idea cannot safely be made from the side of the present university and normal school situations. It is the high school that for forward-looking men and women must be the starting point, and therewith the existing statutory provisions as to the organization, administration, and means of support of secondary schools, including the junior college. What changes to make in the state institutions wholly such is a matter of necessary but quite incidental and supplementary planning and legislation.

How Determine Distribution

2. The only fundamental justification for the junior college being democracy, in the sense of greater continuity and increased completeness of educational opportunities for more young people and hence for a better California, the question is never how few junior colleges can the state get along with, but always how many can be produced that will live, grow, and flourish? Ideally, of course, they should not be farther apart than twice the distance an auto-bus can travel before and after school without exceeding the speed limit. This statement will be subject to modifications when students and teachers will flock to school and fly from it through the air. Meanwhile, however, we may well insist, and earnestly so, that junior college districts be kept small in area, provided the quantity and quality of junior college service can be maintained on a level above reproach, and provided further that such service is not maintained at the expense of other educational interests.

By way of a footnote I will add that in my judgment only the county unit type of school organization will furnish an adequate basis for the formation of junior college districts. But this is only an additional reason why the high school people of every high school district, singly and in groups, should make energetic local attacks upon this problem and make them without delay. If studies and proposals for every county were available now, what a lamp unto its feet the Legislative Committee would have in seeking a way to progressive statistics, in keeping with the foregoing specifications!

Size and Support

3. While the minimum size of a junior college district will have to depend largely on the necessary minimum amount of assessed valuation, it is fully as important to make sure that the public junior college be supported financially as the public high school is

supported, i. e., by counties, districts, and the state at large. In other words, the scheme of maintenance must be developed out of present practice. This working principle and, as far as present knowledge goes, the fact that, when an existing high school establishment is utilized, the per capita cost of junior college education amounts to about \$1.75 for the school year, suggest legislation providing: first, that each county contribute \$120 annually—instead of \$60 as now—for each student attending a public junior college within county lines; secondly, that the state contribute \$60 annually—instead of \$15 as now—for each student attending a public junior college within state lines; thirdly, that each junior college district, however formed under the law, contribute as much more as the voters thereof choose to add; fourthly, that each junior college district may make a contract with another junior college district on the basis of not less than \$120 annually for each student.

Jurisdiction of State Board

4. The formation of public junior college districts must be subject to the approval of the State Board of Education, and in case statewide provision for junior colleges cannot be made mandatory at once, the State Board should be authorized by law to permit existing high school districts to maintain such junior college departments, vocational and non-

vocation, as can be adequately supported.

Unity of Action Necessary

5. Legal sanction is needed for a joint secondary school and State University committee, with the Commission of Secondary Education as chairman. Undoubtedly the University has the constitutional right to fix the terms of admission and affiliation. But, apart from the fact that constitutions are not immutable, this right is counterbalanced by the inherent right of the secondary school to protect its own life in the interest of the general public welfare. And so the situation is not unlike that of the Shylock vs. Antonio case after Portia had rendered her decision. Hence neither the party of the first part nor the party of the second part can prudently resort to violence, especially not since the interests of both are at bottom one. Accordingly, the functions of such a committee would not be to prescribe or dictate, but to secure mutual understanding, mutual satisfaction, and continuous co-operation in the cause of a common educational stewardship for the greater glory of California.

None of my remarks on the junior college, I hope, have been out of harmony with this last thought, which should always be first. Let us counsel together and then act together to the best of our knowledge and belief!

No. 16 on the Ballot The Proposed Constitutional Amendment *Must Be Carried* by a large majority. For Campaign Literature, Write to Mark Keppel, Chairman, The Initiative Committee of 15. Election November Second.

AMERICANISM AND AMERICANIZATION MOVEMENT

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WHEN one speaks of "Americanism," "Americanization," and the "One-Hundred-Per-Cent American," the question at once arises as to what it is all about. Just as, from constant use during the war, the word "Democracy" became harder and harder to define, so the terms used in the Americanization movement become likewise often confused. However, we can attempt feasible definitions, some of which have been formulated by the leaders of thought in our country.

In the words of Winthrop Talbot¹ "Americanization is an attitude of mind upholding certain principles." Some of these principles are: that mankind is endowed with rights which are inalienable and which no laws may nullify; that some of these rights are life, liberty, and the pursuit of happiness; that laws should be enacted through representatives elected by the people; that the will of the majority shall prevail only when not imperilling the fundamental rights of the people; that the welfare of all should be first considered before the privileges of a few; and enjoyment of American liberty implies also obligations in service and obligation by each for all in upholding law and order. When our attitude of mind, then, is in accord with these fundamental American principles and when our judgment accepts these principles of government and conduct, we are Americanized, and only then.

Americanism is also the "voluntary choosing of American ideals, the adoption of the principles for which America stands."² However, our conception of it had not always been the same. For example, in 1920 Americanism meant the license to specialize in intolerance. Our Puritan ancestors had no conception of tolerance, of freedom, or of democracy in their Americanism. However, when they established the free schools to teach the youth to read the Bible, they in reality devised an effective mechanism by which alone democracy could be evolved and our present-day conception of Americanism made possible. Its establishment led to the first steps of Americanization, the establishment of obligatory free schools. Thus, from the desire for liberty of worship

came the school and increasing religious toleration. From this came the desire for political liberty and finally the demand for the representation of the individual in government.

Today, however, due in part to the international extension of the idea of the free school, the free press, and the free library, Americanism comes to mean opportunity for nations to think and grow together, each in the service of all. But also today we still have in our midst the sectarian, the party worshipper, the nationalist, and the provincialist. Each defines Americanism from his own standpoint. Thus has arisen the wide diversity of meanings of Americanism. But after all, these factors will soon disappear just as all the factors of the past have disappeared. Americanism is based on a fundamental truth and our gospel of Americanism will ever go on trying to "promote mutual understanding in the service of each for all and all for each."

Americanism differs from Americanization, in that the former is an ideal while the latter is a process. The process is as old as the idea of Americanism itself. In the words of Prof. Richardson, "it is an old problem under a new name." Its purpose is "the re-integration of the elements of population into one homogeneous people." It is the great constructive force in the strife of new forms of government with the old. It is the process of "sharing in and promoting the ideals, aims, activities, and practice, of basic governmental principles, American freedom of thought, American schooling and language, and the best manners, habits, and customs of America."

Americanization implies a common language for Americans. It advocates free schools, free libraries, and free press. Americanization is often defined as assimilation in the United States. And, indeed, the future of our republic rests on assimilation,—the power to weld its cosmopolitan population into one "nation indivisible"—to make a united America.

Americanization is likewise "the educational process of unifying both native-born and foreign-born Americans in perfect support of the principles of liberty, union, democracy, and brotherhood."³ It should select and preserve

¹ Talbot, Winthrop. *Americanization*, New York, The H. W. Wilson Co., 1917. P. 1.

² Talbot, Winthrop, *The Truth That Is in Us*. Forum, November, 1917.

³ Bogardus, Emory. *Essentials of Americanization*. Los Angeles, University of Southern California Press, 1919.

those qualities of our past and present Americanism that are the highest and most worthwhile. But more than this it should single out and foster those traits of the alien which will contribute to our welfare. Indeed, Americanization teaches the duty of the host as well as the duty of the alien. Americanization, furthermore, must begin at home. Americans themselves must get a better understanding of the principles of Americanism. By constructive attitudes toward the alien the American can do more in the promotion of Americanization than by any other method.

Let us look at the question from the alien's viewpoint. Indeed, he may sometimes believe he is being over-Americanized. As one immigrant said, "They want us to be just like themselves, but we feel that we have something to give them just as they have to give us. We aren't all ignorant, unwashed animals. We have our customs, our traditions, and our culture. We have our way of looking at things—as good a way sometimes, it may be, as the Americans."⁴ How true that is! For too many workers in the field hasten to suppress all the traditions, culture, and customs of these foreign people and substitute the traditions, culture, and customs of the Americans.

Dr. Joseph Stybur repeats a saying among the Czechs, "Sing the praises of him whose bread you eat."⁵ He believes this axiom expresses the basic principle of Americanization. From his standpoint a man who has adopted this country should be an American. The question only seems to be how best this can be done to make him a loyal and useful citizen. Stybur thinks it impossible to Americanize a man in the sense that he should forget his native land and tongue and that he should forget everything he was in his native land and become a "One-Hundred-Per-Cent American." He further believes that all that can be expected of the alien is that he become a loyal citizen of this country and obey its laws. Stybur's criticism may be justifiable in some localities or with some Americanization departments but I do not believe it can be applied to the movement as a whole.

Many problems are involved in our conception of Americanization in addition to assimilating the alien from Europe or Asia. It must not be forgotten that we must also undertake

the assimilation of the Negro, the Indian, the Creole, the Filipino, the Porto Rican, the Alaskan, the natives of Haiti, San Domingo, Virgin Islands, Hawaii, in addition to Mexicans, Chinese and other Asiatics, the isolated whites of Kentucky and West Virginia, and the decadents and defectives of the New England Hinterland.

The first group to respond to Americanization must be the native born. The second group is that composed of the Indians, which numbers about 250,000. The third group comprises 11,000,000 Negroes. The fourth group is composed of the Appalachian mountaineers. These people, undeveloped, but possessing a patriotism of the 18th century type, are far removed from our 20th century ideals. The fifth group is formed by the transient Mexicans of California, New Mexico, Arizona and Texas.

Americanization, then, is one of the vital needs in the country today. It is a need that applies to a large percentage of our native-born as well as to the foreign-born. It means a change of heart as well as a change of hand.

Good citizenship is the result of proper civic training. Civic education is the basis of Americanization. We should bring into the classroom the vital factors that influence the daily life of the foreign person or the group of which he is a member. To succeed in the highest type of Americanization work it is necessary to capitalize every advantageous point in the social, civic, or religious life of the community. The lodge, club, church, social centers, and amusement places are manifestations of community life. They are the schools in which character and citizenship are influenced. The school must be a constantly working organ that sends its influence out into the streets, the homes, the shops, the resorts of amusement, the industrial sections, and the civic centers. The school should take the initiative in the work of Americanization, but every public spirited citizen, every religious, civic, industrial organization should contribute something in the making of new citizens.

The ends to be accomplished in Americanization work may be summarized as follows:

1. The use of the English language should be made universal throughout the United States.
2. There should be created in all people in America a desire to unite in common citizenship under one flag.
3. American standards of living should be maintained through the proper use of Amer-

⁴ Americanization. Wash., D. C., Vol. 1, No. 11, p. 6.

⁵ Stybur, Joseph. Americanization, The Czechoslovak Review, June, 1919.

ican foods, by the proper care of the child, and better sanitary conditions in the new-world homes.

4. There should be an interpretation of American ideals, traditions, and institutions to foreign-born peoples.

5. The present discrimination against aliens in housing care, protection, and treatment should be discontinued.

6. All racial prejudices, barriers, and discriminations which keep people apart should be abolished.

7. An understanding of love for America

and the desire of immigrants to remain in America and support American institutions and law should be created.

8. Americans themselves should be Americanized in order that they may have more clearly before them the principles for which this country stands.

9. There should be a program of service for the unnaturalized in order that they may desire to become citizens.

10. Last, the artistic, scientific, industrial, and intellectual gifts which these foreign peoples have brought to America should be developed.

THE ULTIMATE TEST OF DEMOCRACY

TULLY C. KNOWLES,

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THE most important word in the vocabulary of reform is the word "democracy." Every system of government that has been devised has caused its apologists to believe that it was not only the best form but the final form. Such was true of the Jewish Theocracy, the Greek Democracy, the Roman Republic, mediaeval feudalism, and modern monarchies with their theories of the divine right of kings. The western world is committed to democracy, and true to tradition the most of us feel that democracy is ultimate and yet there are those who question the ability of democracy to meet all the tests. With pure democracy we have no discussion, for it is successful only for a small unit. Our tests shall be applied to representative democracy.

The history of England furnishes us a panoramic view of the evolution of representation from its primitive form of four men and a reeve to the most democratic election ever held for representatives which occurred in England in December, 1918, when one person out of three had the privilege of the franchise. Curiously enough, in the middle of the seventeenth century, England had the opportunity to become democratic in form as well as in spirit over the commonwealth, but the Englishman desires his monarchy at the apex of the social system, and democracy in England had met its first test successfully—namely, that it could function in any form of government.

The next great test of democracy is the ability of the government to continue with change of party life. The government could pass into the hands successively and successfully of Whigs and Tories, of Liberals and Conserva-

tives, and the constitution remain. France has not yet successfully passed that test, for with each change from one extreme party to another since 1789 there has been a new constitution—eleven since 1789. America successfully met this test with the election of Thomas Jefferson; the Federalists had erected a structure of government during a period of twelve years on the fundamental law, and the expectation was that the anti-federalists with their French political ideas would put that superstructure out of existence and erect a new building. This they did not do. They "entered in" and from that day to this changes in party have simply meant that by amendment, interpretation, construction, our constitution has been enlarged.

The next test is the adequacy of representation. The reform bill of 1832 not only took the power of the House of Commons out of the hands of the landed aristocracy and placed it in the hands of the upper middle manufacturing classes, but it also gave the franchise into the hands of one out of twenty-four of the population; Disraeli's reforms gave the franchise to one out of twelve; Gladstone's reforms, one out of seven; the election bill of 1916, one out of three; so that England has successfully met this test.

The election bill of 1916 was the result of the attempt on the part of the English to secure adequate social legislation. Hence, a new term has been brought into the discussion—namely "Industrial democracy." English labor has always functioned through political action as well as economic action, and under able leadership English labor from 1906 to 1911 se-

cured more social legislation than in any previous period of fifty years. It was necessary, to secure this legislation, to take from the House of Lords its last constructive power in legislation, and it is left with only the suspensive veto. Thus through political action England is capable of democratizing industry. The test of industrial democracy is production on an economic basis.

Another word is being used freely today, "social" democracy. Social democracy does not mean race equality; it means that each individual in a nation, no matter what his color or nationality, should have full and complete

opportunity for self-expression and self-development without prejudice. This will not lead to intermarriage; perhaps the opposite will be the result,—a closer appreciation of race and of nationality with a freer individualistic expression in the social order. If democracy does not meet this test it cannot be final for any one nation, or for the world.

The Ultimate Test of Democracy then will be the organization of public opinion through parties, adequacy of representation, economic production, full social expression, the stimulus of moral idealism. Meeting these tests democracy will succeed.

SHAM STUDENT GOVERNMENT

GEORGE C. JENSEN,

Eureka, California

DEMOCRATIC government implies the assuming of responsibilities, the rendering of service, the successful solution of great problems, the establishing of underlying and directing principles, and finally, the creation of governmental machinery which shall carry out the functions of the government successfully. Responsibilities are not assumed by persons who lack authority; service is not rendered by those who do not have the opportunity; great problems are not solved by those who do not have sufficient power to solve them; principles are not established by drones; and machinery of state is not set up by humans whose voices and ideas are mere echoes. These are the reasons why "student self-governments" have been failures as real governments. They have lacked the essential elements that make government. They have served to avoid rather than to solve human troubles. Probably not in a dozen schools in the land have the latent possibilities within real student government been made use of for developing an understanding of the principles that lie at the base of the American state.

This habit of the American school of allowing an unreal government to be set up by boys and girls has not been developed without cause. There are at least three great reasons why this result has come about:

In the first place it is pretty generally the mental attitude of most Americans to think of the state and the government in terms of courts, legislatures, administrators and laws, and to overlook that all this concrete machinery is only so much junk if the energy which makes the machinery run is absent. That is,

we, in our daily habits of thinking and acting (in this materialistic age), have forgotten that the Declaration of Independence, the Constitution, and other fundamental American documents, while providing for the machinery of the Nation, also outline definite principles of moral conduct which shall direct the operation of these machines. The machine is tangible; the energy or principle intangible. In a world of tangible things it is not surprising that we should have exaggerated the one and minimized the other. Nor is it surprising that our schools should have been caught in the whirl, and that teachers have failed to see that great principles must rest at the base of student government quite as well as at the base of any other government.

In the second place, student governments have rarely ever been real because of the foolish American aphorism that we are eternally getting ready for the tasks of tomorrow. It is an erroneous idea, of course, because the most important task which confronts the student (or anyone else) is the present task. If that task is to be vital as an educational factor it must include all the elements that will make it a part of real life. Our youngsters have read of courts, of legislatures, of presidents and governors, of laws and a thousand other disjointed encyclopedic matters that are bound together with thread to make the Civics text. That student government might serve to make these the first hand concern of the students seems to have been overlooked.

And, in the third place, student governments have been unreal because, as is always the case when a new government is to be set up,

there has been jurisdictional jealousy. Instinctively, humans cling to the fixed order of things; they fear the unknown and rarely relinquish authority willingly. So it is that student governments have been insipid creatures without powers or jurisdiction. But both power and jurisdiction are necessary for real government.

For these three seasons then—materialism, the unreality of student life, and autocracy—there has been neither true student government or proper incentive for setting up such governments.

Turning now to the other half of the story, it is interesting to speculate as to where real student government will lead. With delegated authority in the hands of the students, machinery adequate for the administering of that authority at once becomes necessary. A concrete government must be organized which will provide for departments and officials, for not to use a jurisdiction is to lose it. The most difficult thing is not that of getting students to set up a real government when all the elements are present; the most difficult thing is for the administrator of the school to grant the students an absolute jurisdiction. But once that is done, a charter or constitution is adopted by the students which creates a city or state, and which provides for a mayor, a judge, a district attorney, a commissioner of fire and police, a commissioner of athletics, commissioners of public property, finance, and others if needed. The laws of the Nation may be adopted by the students or by the commissioners as a part of the student law. The same may be true for the laws of the state, county and city in which the school is situated. Attorneys who have been admitted to the bar by passing a successful examination in constitutional law—an examination held by a com-

mission of the students themselves—will practice before the student court, while the bar association will take the place of the disjointed debating society. A courtroom, with all the furniture of any courtroom, will become a definite part of school equipment, while smaller rooms will be provided as offices and headquarters for student activity. Student meetings, court proceedings, and all other student activities will cease to be after school non-essential matters and will find as definite a place in the day's work as algebra or English. In the course of a year or so the first volume of school statutes will be published, laying down definitely the philosophical basis for all student activities—these being laid down by the students themselves.

If carefully directed (and the real teacher is a director and not an autocrat) the great principles of the American state, such as representation, sacredness of democratic law, fairness, independence of the judiciary, individual responsibility for good government, service to others, human rights of life, liberty and happiness, checks and balances for avoiding autocratic rule, etc., may be driven firmly home into the minds of the boys and girls. These may become real to the students not because they are factors about which they study and which perchance they are to use in the future, but because they are factors which they are using now. If these become vital to the boy, they remain vital with the man.

But to set up a government of this nature school officials must have faith in our boys and girls, must know what the great American principles are, and must have sufficient daring to face resolutely the grub-worms who infest so many American schoolrooms. I mean, of course, the great ghosts that we usually call ultra-conservatism, jealousy, and procrastination.

THE HIGH SCHOOL BAND

JOHN ROLAND HAWKINS,

Redlands High School

THE handiest way to teach music is through the medium of the vocal chords.

To advocate, however, that the musical instruction of the high school should stop at an attempt to train the voice is to limit the field of musical activities which our young people have a right to expect from the public schools. Many a boy who would shy clear of a vocal class will give generously of his

youthful energy to the band.

The professional musicians of the future will in a large measure come from the high school bands and orchestras. Some of the municipal symphonies are already selecting recruits from the high school material. From a vocational standpoint alone the band should justify a place in the high school curriculum.

Worthy boys and girls who are unable to

buy their own instruments should be assisted by the school. This means that every high school should purchase band instruments of the best standard make. The cost of maintaining a band is not excessive; second-hand instruments in good condition can be purchased for about half the price of new ones. One thousand dollars will equip a school with the harmony instruments about which the band can be built. Well-to-do students can be depended upon to furnish a percentage of the melody instruments.

Selecting members for the band and assigning the proper instrument to each requires the careful consideration of a capable band teacher. The time and method for giving instruction, however, are most important considerations and are dependent upon the co-operation of the school authorities.

Some schools provide for the band instructor only a few periods each week in which all the members are assembled for rehearsal. In such bands the personnel is composed usually of volunteers who have had to obtain their technical knowledge at private expense. This type of selection or rejection does not make room for ambitious and talented beginners, whose only hope for a vocation, or for artistic means of spending their leisure, is through the help of the public schools. A few schools have adopted the excellent plan of giving each pupil one or more short private lessons each week in addition to the full rehearsal.

Still another method is that of giving instruction to groups of from four to six players for a full period two or more times each week. This method seems the most fruitful of good results. It consists in taking for a class section five or six members of the band who happen to have a free period at the same time each day. The instrumentation for this practice is not a matter of serious consequence. At first a little scale work in unison is done; then the parts of a piece to be learned

are taken up. The boys look over the music to find passages that may offer difficulties while the teacher gives his time to the one who seems to need special help. Each one may practice his individual part independently of the others; no two may be playing the same bar, yet no one be seriously disturbed by the others. After the boys have examined the difficult passages they attempt to play the piece together. The teacher keeps time with one hand, while he helps the one most in need to follow his part. Much more can be accomplished with a group of six students for an hour than can be done by taking an individual alone for ten minutes. Then, too, the opportunity for ensemble practice is afforded by the group instruction. By having section practice a period each day and two full band rehearsals a week, the members can learn their parts accurately and build up embouchures for the wind instruments that will make the work a joy to the performers and a pleasure to those who listen. A half-time teacher can take care of the work under this plan.

The band will also afford splendid material for the high school orchestra. From the wood wind section may come flute, first and second clarinets, one saxophone for oboe parts, and another for bassoon parts, should these rather unusual instruments be lacking. Two melophones or French horns, first and second cornets, trombone, and tuba will complete the brass section. This instrumentation with the numerous strings that are always available will afford the high school an orchestra not unworthy the name of symphony.

The potential influence of instrumental music for high school students is only limited by the competence of the instructor and the resources placed at his disposal. The vocal teachers have had their opportunities for generations. Why not give the instrumentalists also a chance to accomplish what is possible in their line?

Back numbers of the Sierra Educational News are greatly needed. Numbers for the year 1919 and for any previous year will be gratefully received by this office. Donors have our sincere thanks for any issues that may be sent in. For the issues listed below we should be especially grateful:

June and December, 1911
 October, 1912
 February, 1915
 May, June, October, November and December, 1916
 January, 1917
 May, 1918
 January, 1920.

CURRENT CONTRIBUTIONS

THE STORY OF OPAL

THE pathetic picture of the child whom no one understands is presented in "The Story of Opal," running recently in the Atlantic Monthly, in a way that should appeal to every teacher, to every one who comes into contact with children. The sub-title, "The Journal of an Understanding Heart," makes one wonder, after reading the first chapter, how many children of understanding hearts are, like Opal, misunderstood.

The strange history of Opal Whiteley is of especial interest to Californians. Before the San Francisco earthquake and the war, we regarded stories of lost children as so exceptional as to suggest an old story-book, rather than a present-day situation. Recent years have brought back many conditions of the past. Opal Whiteley is one of the lost children who knows not even the name of her parents, who were probably drowned when she was five years old. She was to be taken to her father's parents, but "Something happened on the way and I was all alone." To a California reader who takes the age of the child into account, it seems very probable that the earthquake and fire were the "something."

She lived with the family from which she took her name, and went to school in Oregon, or, it seems more likely from certain references, in the lumber camps of Humboldt or Mendocino Counties.

Perhaps some teacher will recall an Opal Whiteley among her students. Any information should be sent at once to this magazine, or to the editor of The Atlantic Monthly.

All the other teachers, those who do not remember this particular Opal, should read her journal in an attempt to understand the children who do not record the thoughts of their understanding hearts.

[The Story of Opal has just appeared in book form from the Atlantic Press—Ed.]

LAURA BELL EVERETT.

WHICH IS OF THE MOST SIGNIFICANCE?

WHILE standing on a corner waiting for a car I overheard this remark: "No, the music supervisor has not signed up yet but I am sure she will—no, we are not to have a supervisor for physical education

this year, the grade teachers can manage that themselves." The speaker was the superintendent of schools, as I afterward found out, but his is only a typical case of the attitude superintendents are taking toward physical training. I wish they would tell us why. Is it the fault of the physical directors themselves? Have they not proven the value of the subject?

One superintendent, whom I interviewed, said he had no money for a supervisors' salary, yet this same man engaged a supervisor of music, a supervisor of penmanship and two or three special teachers in one or two other subjects. Now please do not misunderstand me, I do not object to a supervisor of either music or penmanship: they are important subjects but are they quite as important as physical education? The average child makes no use of his music after he leaves school and but little use of his penmanship in comparison to his other activities, yet every child uses muscles from the day of his birth to the day of his death. There is no profession or trade he can enter which does not require muscle activity.

Then again, the average teacher is far better equipped to give a comprehensive course in any other subject than she is to give even the daily exercises in physical training, yet the Board of Education will calmly take the peoples' money to pay specialists in subjects of more or less value to the child in adult life and leave the training for a sound body and permanent health to a corps of well-meaning but untrained teachers.

PHYSICAL EDUCATION DIRECTOR.

HAWAII'S RURAL SCHOOLS

THE Hawaiian Islands are politically an integral part of the United States of America. The public school system is thoroughly American. American influence has been dominant in Hawaii since the coming of the first missionaries from New England in 1820.

Hawaii's rural schools are unique, as contrasted with mainland rural schools, in that they are all under one central territorial administration. The principals and teachers are all on one pay roll. The Supervising Princi-

pals all report to the territorial office. The administration, rules and regulations are uniform throughout the Territory.

As a result of this situation, and the compulsory School Law, the average percentage of attendance is higher than in any state in the Union, and elementary school privileges are more equitably distributed than in any mainland state.

The rural schools may be classed in two groups—those situated in the larger plantation (sugar, pineapples, coffee) communities, and those in more or less isolated and sparsely populated regions. Most of the rural children attend schools of the former group.

The total population of Hawaii is over 250,000; the total population of school age, about 40,000. Of these, about 13,000 are in town schools; the remainder are in the rural schools. Teachers' salaries are the same in city and country; country teachers are given lodging gratis in government-owned teachers' cottages, in addition to the regular salary.

The school year is the same (about 190 days) in all public schools, city and country, so that the rural children receive a larger amount and better quality of instruction than do mainland children in many rural districts. Hawaii's rural schools surpass those of most of the Southern states, and many other states.

Hawaii's chief demand from teachers from the mainland is for qualified elementary teachers who understand and enjoy rural life.

VAUGHN MacCAUGHEY,
Superintendent of Instruction, Honolulu.

GETTING THERE

ONE of the ideals of the Girls High School, Riverside, California, is that every student upon receiving her diploma, should have a sure and definite knowledge of what she intends to do next. We have striven for five years to give every student some goal in life, call it Vocational Guidance if you like.

Pupils in masse and singly have been constantly urged to choose, even though the choice eventually proves to be a wrong one, on the theory that it is better to have an objective even though after four years of work toward that end, it becomes desirable to change, than to have no objective at all.

The following statistics show the result of this work for the present 1920 graduating class: 127 entered Freshman Class, High School, 1916; 82 graduated, June, 1920; 64.5% of those entering as Freshmen graduated.

The average in California of those entering

the Freshman Class who graduate is about 36%. Therefore this class is 80% above the average in California in this respect. Of the 82 graduating: 46 go to Junior College, first choice; 5 go to Junior College, second choice; 8 go to Universities; 20 will become stenographers, ten of whom go to Junior College first; 13 will become teachers; 7 will become nurses; 5 will follow Music and Art; 3 will remain at home; 2 will begin definite vocational work at home. All the 82 are accounted for and all going to Junior College have determined upon their majors.

Many of us will remember the vagueness with which we chose our High School subjects and will particularly recall our inability to satisfy our parents as to the true value or objective gained by attending High School.

These results seem to be very worth while, in fact they justify all the expense put upon Secondary Education.

F. P. TAYLOR, Principal,
Girls High School, Riverside.

COST OF LIVING

THE Pacific Coast Bureau of Employment Research proposes a plan for an investigation of the cost of living in California. The Bureau states:

"Much of the present industrial unrest is due to the constantly shifting ratio between individual incomes and the cost of living. And so long as this shifting of ratio continues, so long will there be industrial unrest and perhaps occasional outbreaks in the form of strikes or other so-called 'labor troubles.' Until economic conditions become stable, therefore, it will be necessary from time to time to make readjustments in wages in order that the proper balance may be maintained.

"At the present time we have available the retail price figures published monthly by the U. S. Bureau of Labor Statistics (for Los Angeles and San Francisco), but these reports are not as effective as they might be for two reasons:

1. The figures are approximately three months old before they are published.
2. They do not reach the ordinary working-man in readable form.

"In this investigation, therefore, it is proposed:

"To obtain at least monthly and for immediate publication the retail prices of staple articles of food, clothing, rents, fuel, transportation, amusements, and other miscellaneous

(Continued on Page 528)



EDUCATIONAL LITERATURE

Lunch Hour at School

The importance of the warm luncheon for children at school is becoming generally understood. A real service has been rendered through the publication by the United States Bureau of Education of a 62-page booklet entitled "The Lunch Hour at School." It is No. 7 of a series on Health Education, prepared by Katherine A. Fisher, representing the Child Health Organization of America. The booklet comprehends a concrete study of actual conditions as they exist and plans that are in operation. There are chapters on special nutrition work for undernourished children, social aspects of the school lunch, school lunches in rural, elementary, high and normal schools, and other chapters on buying, serving, keeping accounts and records, and so forth, together with a discussion of the equipment necessary for serving school lunches. The book is illustrated by Jessie Gillespie, with sketches in black and white, and with appropriate titles that are very suggestive.

A more general publication entitled "Further Steps in Teaching Health" is issued as No. 6 of the series. This bulletin is devoted to suggestions of what the Normal School can do in the way of teaching health and what the teacher and the home can do. It takes up the matter of physical examination, the constant observation of every-day health habits, rest periods for underweight children, the school nurse and like topics, and shows how matters of health can be correlated with studies in the kindergarten, primary, elementary and the upper grammar grades.

Civics for Primary Grades

A pamphlet entitled "Lessons in Civics for the Three Primary Grades of City Schools" has just come from the Government press at Washington, issued through the Bureau of Education. It is prepared by Hannah Margaret Harris of the State Normal School, Hyannis, Massachusetts, and Assistant in the Bureau of School Activities, Junior Red Cross. This publication takes into account that children in the first three years of school are not too young to be taught the fundamental in civics, which must be the basis for good citizenship and the right type of Americanism. The lessons are based upon the experiences of the children and embody situations that are natural. Such situations include, in the first year, the daily walk to and from school, playing with school mates, taking part in fire drills, and so forth. In the second year choosing games to play, and implements or materials to play with; taking part in patriotic ceremonies; gardening and like interesting occupations; helping to care for surroundings at home, at school and in the neighborhood; contact with certain persons who rep-

resent authority and the service of organized society. Accidents and escape therefrom, are typical of the situations of the third year. The pamphlet is Teachers' Leaflet No. 9, and may be had of the Superintendent of Documents, Government Printing Office, Washington.

Thrift Education

There has appeared in bulletin form the Proceedings of the Conference on Thrift Education recently held in conjunction with the National Council of Education at the summer meeting of the N. E. A. This bulletin of 24 pages features thrift education with actual results and sets forth the plans for thrift teaching in operation in various schools throughout the country. Heretofore the Committee on Thrift Education of the National Council has made reports of progress from year to year. The meeting this year was the first to actually give itself over to the concrete results, from thrift instruction. Copies of this bulletin may be had by writing the Chairman of the Committee on Thrift Education of the National Council of Education, Arthur H. Chamberlain, Flood Building, San Francisco.

Music Appreciation

A splendid book on "Music Appreciation for Little Children in the Home, Kindergarten and Primary Schools" has been published by the Education Department of the Victor Talking Machine Company. This is a real contribution, containing a foreword by Prof. Patty S. Hill of Columbia University, and sections devoted to the universal need for music appreciation; education through music; rhythm; learning to listen to music; making the most of a record, and so forth. The book is profusely illustrated in half tone and color, has 177 pages, and is listed at \$1.00. As a guide for the use of music in early childhood, this book blazes the way.

A 16-page leaflet on "Practical Music for Rural Schools" may be had by writing the Educational Department of the Victor Talking Machine Company. This is an outline of 10 lessons for music in County Institutes, carrying a prefatory notice by Frances E. Clark, the Director of the Education Department, and prepared by Miss Margaret M. Streeter of the department, who has done so much in developing a sense of music appreciation in rural schools throughout the country. There are lists of records to be used in each lesson and directions for the teacher with suggestions as to correlations with other school subjects.

Studies in Efficiency.—In a recent number of Journal of Education, John L. Shroy of Philadelphia has a strikingly suggestive article entitled "The Value of Continuous Expert Efficiency Valuation in School System," in which

there is outlined the work that might be undertaken and might be done by an efficiency committee, as follows:

1. Looking forward to salaries on a merit basis.
2. Evaluate the work of the one, two and three division school as compared with the work of a large organization of 25 or more divisions.
3. Evaluate the work done in a class of 25 pupils as compared with that of a class of 25 or more.
4. Investigate home study as compared with supervised school room study.
5. Investigate the use of life of text books.
6. The problem of non-promoted.
7. The problem of backward.
8. The over-age problem.
9. Teacher improvement while in service.
10. Building improvement.

There has recently been organized at the University of Pennsylvania, in the School of Education, an Education Library that promises to be one of the finest in America. It is known as the Maria Hosmer Penniman Memorial Library of Education. This foundation is one of the most remarkable and generous that has been made for some time. The donor is Dr. James H. Penniman of Philadelphia. There is a total of more than 12,000 bound volumes, and there are constant additions. The books on education formerly on the shelves of the University have been merged with this collection. Of particular value will this library be to the student of the history of education, as the volumes include many old and valued books not found elsewhere. Those interested should send for University of Pennsylvania Bulletin, May, 1920, on the Penniman Memorial Library, by Dr. Frank Pierrepont Graves, Dean of the School of Education, University of Pennsylvania.

A good reference book is a necessary adjunct in any office, library, school or home. Few of the compact one-volume reference books are either scientific enough or detailed enough to be of value. This can hardly be said of a book entitled "The Volume Library," published by the Educators' Association, Ann Arbor, Michigan, and which is familiar to many of our readers. The most recent edition is a volume composed of 11 books, or sections, including, education, history, language and literature, science, religion and fine arts, government and law, trade and industry, to which are added a universal gazetteer, an atlas, a biography and a multiplex dictionary. There are many tables and charts, together with maps and colored plates. The dictionary biography is excellent, and the chapters on education and literature exceedingly valuable.

During the recent state-wide educational campaign in Utah, a booklet was widely circulated in the state having to do with matters of school finance, the forward movements in education, suggestive school legislation, the activities of home and school, the rotation of sub-

jects, and the vitalized education scheme, as developed by the Agricultural Extension Division of the International Harvester Company, etc. Copies of this bulletin may be obtained by writing to the State Department of Education, Salt Lake City, Utah; to the Agricultural Extension Division, International Harvester Company, Chicago, or to the office of the Secretary of the California Teachers' Association, Flood Building, San Francisco.

Commercial Engineering. By Glenn S. Swiggett., Bureau of Education Bulletin, No. 58, 1919.

This is a 170 page report of a conference on business training for engineers and engineering training for students of business. The fundamentals of business training, executive positions, industrial and commercial relations, English in engineering studies, the importance of foreign languages, all receive attention. Much of the discussion will be found applicable to general vocational and industrial courses and the pre-college years, and teachers under the Smith-Hughes act would find its inquiry worth while as a teaching guide.

The Prosperity Book; the Way to Wealth—By Florence Barnard. Published by Small, Maynard & Company, Boston.

This is a revised edition of Miss Barnard's book, and is a decided improvement upon a volume which already has proved its value. In the matter of budget making, of keeping strict account of receipts and expenses, and of properly balancing one's finances, this little book can well find place upon the desk of every teacher in the land. A review of the first edition of this volume was included in an earlier issue of this magazine. The price of the book is 50 cents, by mail 55 cents.

Our Public Schools, the Nation's Bulwark—By John F. Murray.

The author is well known to thousands of teachers in California. He gives in this volume of 130 pages a discussion of education from the standpoint of child development and the functioning of the school in every-day life. Mr. Murray has made a sacrificing and life-long study of school finances, and any teacher or administrator, or, for that matter, parent or tax payer, will find his time well spent in a study of the pages of this volume.

An Index Number for State School Systems—By Leonard P. Ayres, Russell Sage Foundation. Pages 70.

This is a comparative study of state school systems by the man who, more than any other in the United States, perhaps, is prepared to use data and statistics as they apply to education. Dr. Ayres has collected information relative to school systems in every state in the Union. It is an interesting fact that the greatest relative improvement in any state during the ten years past has been made in Utah, while the state that shows the largest falling off during this period is Maryland. In general, the gains of the western states and the losses of the eastern have just counter-balanced each

other. The Index of the states in 1918 shows that Montana ranks first with 75.8; California second, 71.2; Arizona third, 66.2; New Jersey comes fourth, 65.9. The ratings of our territorial possessions (Hawaii, Canal Zone, Porto Rico), are higher than those of many of the oldest established states.

Outstanding Days—By Cheesman A. Herrick, President Girard College. The Union Press. Pages 282. Price, \$1.25, net by mail, \$1.35.

There is need enough for excellent material to be used in the observance of special days or holidays. A great deal of material has been brought together for the use of young children, but there has been no serious attempt in this line for grown-ups. Dr. Herrick has done real service in this little volume. It is the result of his study and experience in arranging for and speaking at special celebrations, such as Lincoln's Birthday, Thanksgiving, Easter Sunday, Children's day, and the like. Not only are there bits of verse and standard prose used in the various chapters, but there has been included sufficient of an historical background for each of the days as to make the book decidedly original, as well as a literary production.

The Science of Human Nature: a Psychology for Beginners—By William Henry Pyle, Professor Educational Psychology, University of Missouri. 230 pages. Silver Burdette & Company.

Much of the psychology written for the young or inexperienced teacher is entirely too scientific for their use, or, to put it another way, unless the psychology be applied and of a practical nature, it is of little value. What the teacher needs is a collection of a few fundamental facts in psychology and child life, in order better to interpret conditions and determine methods. The book under question, in the teacher training series edited by W. W. Charters, is an admirable book for teachers. It is so written as to be of use to High School students, and particularly to those who are studying in teacher training institutions. The section devoted to individual differences is well worth the attention of all school people. There are selected references at the close of each chapter, and a list of class exercises so worded as to amplify the text and incite to further study and investigation. A unique feature is the brief summary statement at the close of each chapter.

Writing the Short Story—By J. Berg Esenwein. Hinds, Hayden & Eldridge. 448 pages. \$1.75.

Here is a book that is peculiarly adapted to the needs of college and senior secondary-school classes, as well as suited to inspire and guide the individual writer, amateur or professional, who is seeking to improve his art. The historical introduction telling of the rise of the short-story from the days of the story-teller, the epic and the ancient and medieval tale to the short-story of today is a masterpiece of writing. The book is arranged in four parts: (1) The nature of the short-story; (2) The structure of

the short-story; (3) Preparation for authorship; (4) The manuscript and its market.

A series of appendices give a wealth of material that will be of great value both to students in school and to research workers in the short-story field. Chapter one is particularly illuminating. No one can read the pithy, scholarly paragraphs on "What a short-story is not," followed by "What a short-story is," without gaining a real basis for a comprehensive study of the subject. Every high school, normal school and college library should have the book on its shelves. No teacher of English or student in the short-story realm can afford to be without it. It is an ideal text for use in college and high schools.

Elementary Algebra—By J. L. Newfeld, Central High School, Philadelphia. Blakiston. Pages 383.

This Elementary Algebra, together with a table of logarithms, contains a number of illustrations and portraits of great mathematicians. The purpose of the book, as suggested in the preface, is "to meet the demand for a textbook which is both elementary and comprehensive." The author understands thoroughly the difficulty in making the study of mathematics interesting to many students. He has succeeded in showing that algebra is a continuation of arithmetic and that the study of algebra may be made intensely practical and useful. The book breaks away in many respects from the traditional and while following a well-graded plan, is so organized as to relate to the needs and experiences of the students. Many problems of common use are included, and the review exercises are based upon questions taken from actual high school examination papers. It is to be noted in this connection that there are sufficient explanations offered to obviate any ambiguity or loss of time on the part of the student in the preparation of his lessons.

Education in War and Peace—By Stewart Paton. Paul B. Hoshier. Pages 136. \$1.50.

The author of this little book is a well known and honored physician, identified with Columbia and Princeton Universities, neural, psychic and eugenic investigations. He takes his cue for this essay from the "shell-shock" of war days and the condition of patients who because of this affliction "were nervously unfit for active military duty." And adds "peace no less than war produces shell-shock." Certain of these are found in almshouses, reformatories, juvenile and criminal courts, hospitals for the insane, sanatoriums for the treatment of nervous cases and various institutions for the care of social misfits." In three brief chapters, on "Human Behavior in War and Peace," "War and Education," and "The Psychiatric Clinic and the Community"; claiming that the greatest foe of civilization today is nervousness, magnifies the responsibility of the medical profession, to study, not the body only, but the mind of the sufferer; and calls attention to the "urgent necessity of making adequate provision in our universities for training investigators competent to undertake the solution of vitally important educational problems now confronting civilization."

If it prove true that "within a few years" as the author says, "public opinion will hold educators as strictly to account for the tragic failures of students beginning with marked disorders of the emotional life as it does now for the unfortunate ending of a case showing marked pulmonary symptoms," then there is abundant reason for thinking both the University and the teaching body have a heavy responsibility.

Word Study for High Schools—By Norma Lip-pincott Sevar. The Macmillan Company. Pages 142.

Approximately half of this book is given to the growth of the English language and to Latin prefixes, roots and English derivatives. But equally, also, nearly half the book is concerned with spelling and pronunciation, whose benefit, in assigned lessons, to high school students may be questioned. In constructing the lists use has been made of the Jones and Ayres investigations, and the hundred spelling demons is given place. Nine rules for spelling are given, and the rules adapted by the Simplified Spelling Board together with the twelve words of simpler spellings used by the N. E. A. since 1898.

Lettering—By Thomas F. Stevens, Carnegie Institute of Technology. The Prang Company. Pages 128.

This is the second edition of Mr. Stevens' book and is one of the best treatises on lettering that has ever come under our observation. Those who have been responsible for courses in mechanical drawing or architectural work, either in high schools or college, understand full well the difficulty of securing satisfactory results in lettering. Many of our best draftsmen find themselves unable to handle this particular phase of their work. A careful study of this book will be rewarded by worth-while results. The author proceeds from a discussion of tools and materials in lettering through exercises in the drawing of letters and takes the student on through the capital and small letters of the Roman type, italics, Gothic forms, and so forth, and shows application of the practical drawing problems to the phases of letter design, borders, cover designs and other practical problems.

Outlines in Dictionary Study—By Anna L. Rice. The Gregg Publishing Company. Pages, 77. \$0.60.

For self-instruction the dictionary is the most helpful of books. It is likewise one of the most neglected books and largely because pupils in the schools are not properly "initiated" in its simple mysteries. Pupils trained along the lines laid down in Miss Rice's admirable book will easily, naturally, unconsciously acquire that most valuable of assets, "The Dictionary Habit." The outlines cover the work from grades four to seven, inclusive. By a series of simple, usable suggestions in these four grades, pupils will learn all the simple things the dictionary user must know for an intelligent study of words. In each of the four grades, the minimum time required for class

work is but 12 hours. Surely no 12 hours in the school year could be more profitably spent. Superintendents and principals should see that every grade teacher has a copy of these outlines on her desk.

The Story of Liberty—By James Baldwin. American Book Company. Pages 240.

Little comment need be made on any book bearing the signature of James Baldwin. The Story of Liberty, like many other of his books, is aimed at the teaching of true Americanism and right grounded patriotism, and like its predecessors, this volume makes a direct appeal to the interest and imagination of pupils in the elementary grades. It is not a text-book, but used in a supplementary way will lay the foundations for further historical study. The brief sketches included are supplemented by extracts and selections from standard authors, and form a basis for discussion of the development of political liberty among English speaking peoples. There are a number of full-page illustrations which in themselves may be used for class instruction, as for example: Patrick Henry's speech on the Stamp Act; the reading of the Declaration of Independence; signing the Mayflower pact, and the like.

Manual Arts Tablets—By Mary H. Monteith. Tablet No. 3, "The Home"; Tablet No. 5, "Domestic Animals." The Prang Company.

Tablet No. 3 consists of a series of graphic forms to be cut and colored. There are dishes, furniture, common articles about the house, such as the clock, baskets, all kinds of toys and the like. Then there are the occupations, such as dusting, sweeping and garden making and other interesting work for the young child.

Tablet No. 5 involves some excellent work in coloring and cutting of animal forms and the charts carry not only explicit directions for the use of the tablets, but interesting sentences applying to the various pictures.

Fundamentals of High School Mathematics—By Harold O. Rugg, Department of Education, University of Chicago, and John R. Clark, Department of Mathematics, Chicago Normal College. Pages 368; price \$1.72. World Book Company. The Answer Book, price 16 cents.

Elementary courses in mathematics have for a number of years been under reorganization. The National Committee on Mathematics Requirements made, a few months ago, a most significant report, and recommendations under title, "The reorganization of the first courses in secondary mathematics." To meet the need for better mathematics texts, and to cover the recommendations of this report, the World Book Company has made available the text-book under review. In order to secure material that would meet the needs of the schools in a practical way, the experiences of superintendents, principals and numerous high school teachers have been levied upon. The book therefore has been built up as a kind of mathematics symposium, broad in its scope and fundamental in its application. The transition from arithmetic

to algebra or geometry is usually so abrupt and without seeming application that the average pupil sees in algebra especially, little other than an effort to puzzle him. The authors of this mathematics have succeeded admirably in bridging the gap between elementary figures and high school mathematics, and by choosing those parts of arithmetic, algebra and geometry that will prove of universal value through constant application, have made a book interesting and useful. A certain amount of drill is necessary in high school mathematics work and this has not been neglected. It recurs again and again to what we may speak of as the fundamental operations. The development of algebraic work logically into the field of trigonometry is admirably accomplished. Throughout the book the graphs and diagrams are suited to clarify the text. This text-book will be welcomed by those teachers of mathematics in the high school who are already anxious to present to their classes material that can readily be used in the business and professional world.

Armenia and the Armenians—By Kevork Aslan (translated from the French by Pierre Crables). Pages 138. The Macmillan Company.

In all the world today the pressing human problems are incident to the world war. But the Armenian question is one of the generations. The translator has an illuminating chapter on the evolution of the Armenian question, which means, primarily, modern Armenia. But the author's eight chapters trace the people and their governments from 200 years before Christ to the present day; from a population of 30,000,000 during Roman rule to a fraction of that number now. It is a fascinating story, dreadful in its sufferings and wrongs.

Practical Physics—By Millikan and Gale, both of the University of Chicago, and Willard R. Pyle, Head of the Department of Physics, Morris High School, New York City. Ginn & Company. Pages 462. Price \$1.64.

The Millikan and Gale books are standard. This volume brings "Practical Physics" down to date. It is a revision of their book, "A First Course in Physics." As Mr. Pyle is a practical High School man, the intimate secondary school touch is given the word. The book is replete with illustrations drawn from nature and the industrial and scientific world. The developments in the application of physics since the opening of the World War have been numerous and significant. This book shows through problem and picture many of these newer developments and applications. To use a quotation relative to the book, "It is modern as today's newspaper, practical as an umbrella, sound as the Constitution." The aeroplane, modern apparatus used on the battlefield or in the manufacturing plant, transportation machinery, and the application of the photograph to the arts and industries—these are all fully treated. There is an appendix with supplementary questions and problems, and notes and illustrations are used throughout.

The Junior High School—By L. V. Koos, Professor of Secondary Education, University of Minnesota. Harcourt, Brace & Howe. Pages 179.

This compact treatise carries an introduction by Professor Henry Suzzalo of the University of Washington. The book is timely in that attention just now is being focused upon the Junior High School and its place in the educational system. The author takes into account the movements that have led toward reorganization in our school system, the peculiar functions of the Junior High School, the test of the organization, the program of studies. In Chapter 5, under "Other Features of Reorganization," there are admirable treatments of such topics as promotion by subject, the advisory system, departmentalization. The closing chapter discusses the underlying principles of the standard Junior High School.

Farm Crops Laboratory Manual and Note Book—By F. W. Lathrop. J. B. Lippincott Company. Pages 118.

This Manual will serve an excellent purpose in the hands of students who are making a study of agriculture or gardening. The lessons or exercises are arranged in logical order, giving the object of the lesson and directions for work. These exercises proceed from a survey of the farm crops in the locality and the charting of the market price of some typical crop for the school year to the scoring and judging of corn, learning the most important types of such staples as oats, wheat and barley, and the studying of various varieties of other farm products. There is a lesson on the rotation of crops, and how to identify some important weed seeds. The large detailed drawings furnished and the blank pages for sketches by the student, together with splendid illustrations and an excellent physical make-up of the book, are commendable qualities.

The American Democracy—By Essie Forman, author of *Advanced American History*, etc. The Century Company. Pages 474. Price, \$1.75.

This is a text in Government for use in high schools, academies and normal schools. Realizing that never in our history has such attention as now been given to citizenship training and to matters pertaining to Americanism, the author has stressed in this book those features which would strengthen good citizenship. The volume is in three parts: Part I, Democracy; Part II, The Masters of Government; Part III, Representative Government. While not ignoring the principles and theories of Government, chief emphasis is laid on functions. Actual problems and conditions of the present—civic, social, economic and industrial—are treated. Emphasis is laid on transportation, international relations, justice, health, safety, immigration and like important problems. There is a number of full-page charts and photographs. The suggestive questions and exercises and topics for special work are commendable.



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NOTES AND COMMENT

Former Superintendent A. P. Shibley of Imperial County, now serving as District Superintendent of El Centro schools, makes some very significant statements relative to the importance of rural education. He says: "Rural education is the branch of education that is generally neglected, the one so few of our educators really know intimately; they know about it. They discuss it grandly and theoretically. Most of them do nothing about it. (Sometimes I think it is well that they do nothing about it.)"

"The men and women in the County Superintendencies need the support of the school men and women in a way they never had it. It seems a shame to me that the salaries are so low that our best men and women often cannot afford to consider them. To look over the salary lists of these officers in California—other states, too—makes a County Superintendent almost blush to be classed as one of the petty officers of a county. The truth is that it is one of the three classes of really professional offices in a county—Attorney, Judge, School. A County Superintendent must be as strong clerically as the Auditor, Treasurer or Tax Collector. He must be strong on law. He must be an executive. He must be professionally trained. His work is scattered. He supervises the expenditure of practically half of the money spent by the county, hence must be able in a financial sense. (I am speaking of a good one.) Yet he is just a petty officer, if we are to judge by the salaries. A County Superintendent needs to be the biggest educator in his county and the salary should be made inviting enough that the biggest educator in any county in California—unless we make exception of the counties having very large cities—could accept the position without financial humiliation."

We are indebted to R. S. Hay of Tulsa, Oklahoma, for an account of a new plan for democratizing dramatics. It is a co-operative method of producing plays by which one cast performs the first act, an entirely different cast the second act, and so on throughout. This gives a larger number of students an opportunity to participate, and imposes no special burden upon any particular instructor, for each cast has its own coach. Two plays have been produced successfully at the Tulsa High School since the plan was adopted last winter.

We have from Mr. Luther B. Bewley, Director of Education of the Philippine Islands at Manila, a letter in acknowledgment of the receipt of our recent bulletin on the salary situation. He says:

"Here in the Philippine Islands, where all except about 500 of the 20,000 in the public schools' supervisory and teaching force are Filipinos, there is encountered the same difficulty in securing the small proportion of Amer-

ican teachers needed. Salaries have been raised as much as the appropriation bill would warrant and the Philippine Legislature has given a bonus of 15 per cent. The improvement, however, has not been able to offset the increase in the cost of living, and this office is going to take up with the next Legislature the matter of providing a better salary schedule for both supervisory officers and teachers."

Dr. Jesse D. Burks has recently been appointed as Special Investigator on Educational Tests at the University of California. Under the direction of the President, Dr. Burks will collect and analyze facts relative to specific educational policies and methods of the University in order to ascertain what modifications, if any, may be made to advantage in the organization and administration of such policies and procedures.

No man in the country is better prepared for this task than is Dr. Burks. A number of years ago he was connected with the San Diego Normal School and later did splendid work at Teachers College, Columbia University, where he had charge of the Speyer Experimental School. More recently he served as a specialist

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PIANOLAS

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The CLASSROOM TEACHER

By GEORGE DRAYTON STRAYER, Professor of Educational Administration, Teachers College, Columbia University, and N. L. ENGELHARDT, Associate Professor of Educational Administration, Teachers College, Columbia University. 400 pages.

THE subjects treated in this volume, the first of the American Educational Series, are as varied as the work of the classroom teacher is comprehensive and diversified. They include the qualifications of teachers, salaries, courses of study, daily programs, discipline, records and reports, school hygiene, teaching children to study, the teacher and the community, etc. These subjects are treated here with reference to conditions existing today and are presented helpfully, suggestively, and completely in the light of the best educational thought.

CONTENTS

Chapter.

- I. Education in a Democratic Society.
- II. The Organization of Public Education.
- III. The Supervision of the Teacher's Work.
- IV. Variability Among the Individuals Composing a Class Group.
- V. Types of Teaching.
- VI. Training for Citizenship.
- VII. Teaching Children to Study.
- VIII. Classification and Progress of Children.
- IX. Measuring the Achievements of Children.
- X. The Daily Program and Class Organization.
- XI. The Health of School Children.
- XII. Records and Reports.
- XIII. Auxiliary Educational Agencies.
- XIV. The School Plant and Its Equipment.
- XV. The Teacher and the Community.
- XVI. The Realization of Professional Aims.

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in municipal and industrial research, as Director of the Bureau of Municipal Research of Philadelphia; Director of the Efficiency Department of the City of Los Angeles; member of the Committee on School Inquiry for the Board of Estimate of New York. He has come immediately from Washington, D. C., where he was engaged, under appointment of the Secretary of the Treasury, as Chief of Staff of the Income Tax Bureau. We have followed his career intimately for years and congratulate the University upon securing his services.

The Superintendency of Denver has been filled through the election of Mr. J. H. Newlon, former Superintendent of Lincoln, Nebraska. The salary will be \$8000 the first year, \$9000 the second, and \$10,000 the third.

According to available statistics, California is now the eighth State in the Union in population. She is credited with 3,164,602, a gain of 1,679,549 in ten years. Final figures are yet to be secured. The preliminary estimate places the population of the United States at 105,082,600. New York leads the nation with 10,740,395. The other states ranking ahead of California are: Massachusetts, Pennsylvania, Ohio, Illinois, Missouri and Texas. The population of the states of the Union is tabulated as follows:

Maine, 782,191; New Hampshire, 445,710; Vermont, 366,815; Massachusetts, 3,828,055; Rhode Island, 637,415; Connecticut, 1,281,044; New York, 10,740,395; New Jersey, 3,113,459; Pennsylvania, 8,786,565; Ohio, 5,304,678; Indiana, 2,849,498; Illinois, 6,297,049; Michigan, 3,153,383; Wisconsin, 2,567,391; Minnesota, 2,331,603; Iowa, 2,224,771; Missouri, 3,446,498; North Dakota, 804,496; South Dakota, 744,665; Nebraska, 1,295,814; Kansas, 1,885,357; Delaware, 223,003; Maryland, 1,381,822; Virginia, 2,228,778; West Virginia, 1,402,447; North Carolina, 2,465,055; South Carolina, 1,660,934; Georgia, 2,935,617; Florida, 938,877; Kentucky, 2,415,774; Tennessee, 2,321,253; Alabama, 2,387,328; Mississippi, 1,995,242; Arkansas, 1,799,620; Louisiana, 1,884,997; Oklahoma, 2,421,516; Texas, 4,572,660; Montana, 485,250; Idaho, 357,619; Wyoming, 180,081; Colorado, 1,012,394; New Mexico, 435,901; Arizona, 276,157; Utah, 452,833; Nevada, 114,742; Washington, 1,644,784; Oregon, 881,680; California, 3,164,602.

In making a picturized survey of all the important industries of America for educational purposes, Henry Ford is rapidly filling a real want. Few laymen know the details of the manufacture of the commonest of household articles. They use the finished product, and do not appreciate the many processes through which a number of raw materials are put in order to make the article we use as part of our daily existence. One of the commercial enterprises which Mr. Ford has placed upon the screen is the glove industry. In this picture, which is aptly called "Just Kids," the process of glove manufacturing from the splitting and drying of the young goat hide to the packing of the finished glove is shown in detail. The process is largely carried on by hand, as machines of the necessary delicacy for cutting the

Spanish

Two Noted Successes

I. HILLS and FORD'S A FIRST SPANISH COURSE.

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San Mateo	Santa Cruz
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Redlands	Whittier
Azusa	Calexico

II. PITTARO'S A SPANISH READER.

1. The lessons are about the geography, history, industries, commerce, and customs of Spain and South America.

2. The exercises based upon each lesson, are short, definite and purposeful, and are planned to review both the grammar requirements and the text.

3. The Vocabulary is based upon that of Hills and Ford's A First Spanish Course.

4. The other special features are extensive tables of classroom expressions, the most common idioms and the irregular verbs.

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QUESTIONS ON PHONETICS

(The purpose of these questions is not to test either pupils or teachers but to call attention to those facts in Phonetics that are of value in teaching normal children in the grades. On request, a copy of the answers will be sent free by Ginn and Company, 20 2nd St., San Francisco.)

1. What is meant by **Phonics** or **Phonetics**?
2. What is a **phonogram**? Give examples.
3. What is a **phonetic** word? Give examples, and explain why each word is phonetic.
4. What is an **unphonetic** word? an **analogical** word? Give examples.
5. What proportion of the words and syllables in English is phonetic?
6. How many **elementary** sounds are there in English?
7. What is the difference between a **consonant** and a **vowel**?
8. How many **consonant** sounds are there in English? How many **vowel** sounds?
9. What are the **consonant** sounds in English and the **phonograms** that represent them?
10. What are the **vowel** sounds in English?
11. What is meant by the **modified** **vowel** sounds?
12. What is meant by teaching sounds by imitation? by position?
13. What is a **voiced** **consonant**? Give examples.
14. What is a **voiceless** or **breath** **consonant**? Give examples.
15. What is a **stopped** **consonant**? a **continuant**? Illustrate.
16. What is a **nasal** **consonant**? How many in English? Illustrate.
17. What is the difference between a **diphthong** and a **vowel** **digraph**?
18. What are the **diphthongs** in English?
19. What is a **long** **vowel** **digraph**? Give examples. What other **vowel** **digraphs** are there?
20. What is a **consonant** **digraph**? a **trigraph**? Give examples of each.
21. What is meant by the **blend**?
22. What is the difference between **spoken** and **written** **syllables**? Illustrate.
23. Why does a vowel naturally blend with a consonant that precedes rather than with a consonant that follows?
24. What sounds of the vowels are most common?
25. What is an **open** **syllable**? a **closed** **syllable**? Illustrate.
26. What is the sound of a vowel in an **open**, **accented** **syllable**?
27. What is the difference in the sound of the first **o** in **notion** and in **annotation**? Explain.
28. What is the usual effect of silent final **e** on the preceding vowel?
29. Why is the first vowel long in **note**, **coat**, and similar words?
30. Is the sound of **r** before a vowel the same as the sound of **r** after a vowel in the same syllable? Illustrate.
31. What are the usual sounds of **c** and **g** before **e**, **i**, and **y**? Illustrate.
32. What vowel digraphs have the same sound as **a** before **ll**? Compare this sound with the sound of **o** in **for**.
33. What is the usual sound of **u** after **r**, **j**, or **i**, preceded by a consonant, in such words as **rule**, **June**, and **blue**?
34. What is the usual sound of **a** after **w**, **wh**, or **qu**? Give examples.
35. What is the usual sound of **o** after **w**?
36. How does a knowledge of Phonetics help in **word** **recognition**?
37. What is the value of Phonetics in **pronunciation**?
38. What is the relation of Phonetics to **spelling**?
39. What is meant by **articulation** and **enunciation**?
40. What is the value of Phonetics in teaching English to non-English-speaking children or adults?

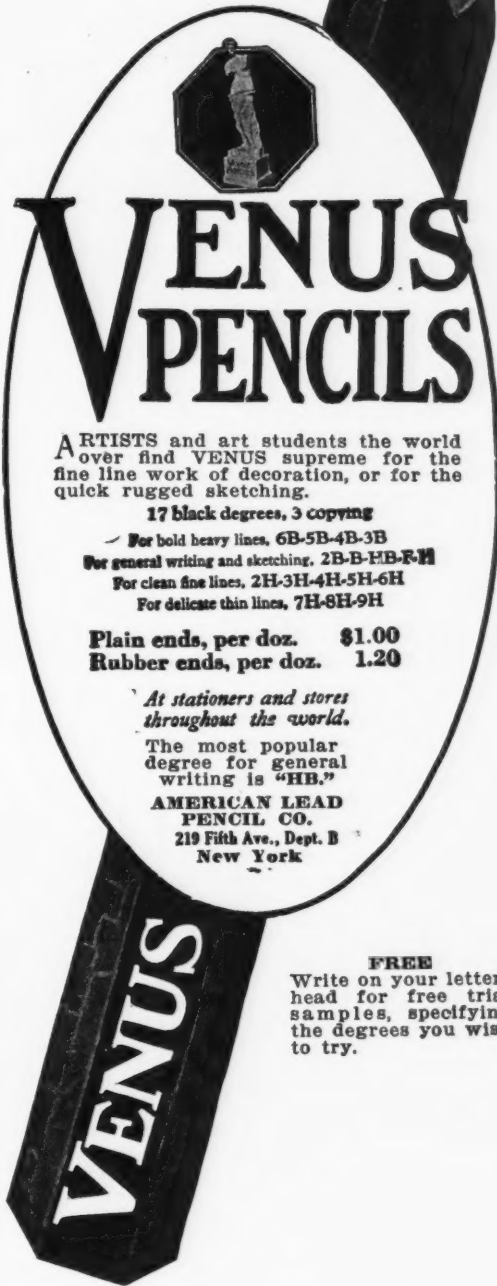
In next month's issue of the Sierra Educational News look for some helpful and exceedingly interesting questions on the teaching of phonetics.

inner gloves has not yet been invented. A little knife is used to cut the gloves to a die pattern. The stitching is done by machine, hundreds of girls being employed at power machines for this part of the work. When the gloves are finished, each one undergoes a rigid inspection before it is sent to the packing room for shipment. In the matter of food essentials, the Ford Educational Weekly has recently produced a picture showing a salt drying and packing factory in operation. Huge dryers and purifiers are used in the factory. Every stage of the process is carried on by machinery. Even the bags of salt ready for consumption are shirred at the top and stitched by a specially constructed power sewing machine. Up to the present time, the library of the Ford Educational Weekly contains almost 200 subjects, more than half of them similar to those just described. They are excellent subjects for students of all ages, as every process in the making of any article they depict is clearly presented. Soon the Ford library of picturized industrial subjects may be used as a ready reference to acquire an intelligent understanding of American industrial processes.

The Leighton System of Co-operative Industries is an institution worthy of study on the part of business people and school people alike. This system, as the title indicates, is a co-operative or profit-sharing plan having in mind the employer, the employee and the public. The system has been instituted by John H. Leighton of San Francisco. A booklet entitled "The Leighton System of Co-operative Industries" has recently been published by the Leighton Press, 516 Mission street, and sets forth the principles underlying the plan. The book sells for \$2.00. As the author says: "This system may perhaps be more accurately described as Employee Participation, Profit-Sharing, Co-Investing, or, in effect, Investment-Sharing." As an economic study, and as a suggestion for all those who have to do with any phase of business, the experiment will be watched with interest.

The fifth annual convention of the Eastern Section, International Association of Printing Teachers, was held on July 6, 7, 1920, at Ocean City, N. J. One of the most interesting talks at the convention was given by Dr. F. W. Hamilton, Educational Director, United Typothetae of America. His topic was: "Training and Educating Apprentices." Dr. Hamilton gave a resume of the work of the Educational Committee of the United Typothetae of America in training apprentices. After debating on the various functions of the United Typothetae, he stated that the most important of all was the training of apprentices. Every student of the apprenticeship question must view with alarm the present status of affairs. During the war, young men were concerned more with the acquisition of the immediate dollar than they were with learning a trade. This condition is gradually changing, although there is still a dearth of good material for making well-rounded workmen. It was highly gratifying to the teachers to hear Dr. Hamilton say that the Apprenticeship Committee of the National Typothetae stands ready to co-operate with any

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We can help you still further by sending the Colgate Classroom helps, which any teacher may have once each school year. They include sample tubes of Ribbon Dental Cream and interesting "Good Teeth—Good Health" booklets. Give your full name and shipping address, number of pupils, name of school and district, and name of your school superintendent or principal.

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So, look for a store window with the Colgate pictures and packages in it. The dealer will gladly allow you to take a picture of his window. Ask an older friend who takes pictures or the man from whom you

buy films to advise you how to photograph windows. Taking pictures through plate glass is a tricky operation and one that you may never have tried before.

And let parents remember, too, that by encouraging the boys and girls to

enter this unique contest, there is not only added zest to Kodak-ing, but a fresh interest in the importance of brushing the teeth regularly, night and morning. The delicious flavor of Ribbon Dental Cream is an important help in forming that habit for health.

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For the 10 next best \$ 25 each
For the 101 next best \$ 5 each
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Prizes will be awarded before January 1st, and winners will be announced in an early 1921 issue of several important magazines. In case of a tie, each will receive the full value of the prize tied for.

For rules of contest see page 513

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Say you saw it in the Sierra Educational News

school or organization in training printers' apprentices. There was a time when the committee did not look favorably upon the teaching of printing in the public schools. This committee has prepared a pamphlet entitled, "Printing in the Public Schools." Every teacher of printing should secure a copy. At the same time ask for a copy of the "Teachers' Manual," shortly to be issued by the committee, which will give an outline for a two-years' course on half-time arrangement.

For months the Myself-Rollins Bank Note Company of San Francisco has been seeking a new cover design. Scores of suggestions were received, considered, rejected and improved before the final design was accepted. The accepted design is shown in this issue, in the Bank Stock School Stationery advertisement. It is simple, harmonious, artistic, a credit both to the artist and to the company.

A recent issue of the *Disston Crucible*, published by Henry Disston & Sons, Philadelphia, contains an interesting article on "The Prehistoric Obsidian Saws of Central California" by Jas. A. Barr, Advertising Manager of the "Sierra Educational News." The article

is illustrated with a number of rare forms of these unique "saws." The article has proved to be of such general interest that it has been reproduced as a whole by several magazines. A study of the Indian antiquities of California has been a life hobby with Mr. Barr. Over forty years ago he began to study the mounds, burial places and implements of these ancient saw-makers. The Barr collection comprises fully 6000 implements in obsidian, stone, bone, shell and clay, and represents the exploration of more than 300 vil-



lages, camp sites and burial places. Says Mr. Barr: "In delicacy, in beauty of design and completeness of finish these obsidian saws represent the highest type of pre-historic craftsmanship. And yet consider with what crude tools they were made. Without metals of any kind, the saw maker's only tools were crude bits of stone mixed with Indian patience. But their product endures and demonstrates a very real, even if prehistoric, 'Disston Quality.'"

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A combination plan of group and individual instruction and credit in proportion to individual achievement;

Definitely worked out requirements in each subject for medium scope of work entitling the student to par credit;

Recognition of mental levels and the ability of the superior student to do not only an extra quality of work, but an extra scope of work and an extraordinary kind of work;

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A TRIBUTE

"We wish it was possible to adequately express our appreciation of the service the Gregg Publishing Company is rendering education as well as scholarship in having a series of living masterpieces selected and edited under the direction of Richard Burton, who of all present-day champions of the best in literature is very much alive to the needs of American youth in school and out. Richard Burton never loses the glow of the human touch, for it was he who wrote:

High words and noble in all lands help me,
My soul is fed on such,
But, oh, the touch of lips and hands,
The Human Touch,
Warm, vital, close, love's symbols dear,
These need I most and now and here."

—Journal of Education.

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Say you saw it in the Sierra Educational News

Carefully worked out suggestions in every subject concerning supplementary projects which the superior student may offer in meeting extra-scope requirements for super-credit;

Special attention to the superior students in directing them along the lines of their special interests into a wider scope of the subject.

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Use of both group and individual mental tests;

A theoretical curve of distribution of credits;

A system of graphical grading and reporting.

Every amateur photographer in the land who is under seventeen years of age, has a chance to win a cash prize as explained in detail on pages 506 and 513. A total of \$1005 will be distributed by Colgate & Company in this unique national contest. Teachers should call the attention of pupils to the rules of the contest as given on page 513. Note especially that photographs must be in New York City by November 10th. As every city and town from "The Hub" to the Golden Gate will have its Colgate window display during October, so will every pupil with a Kodak have a chance to secure one of the 115 cash prizes offered.

Under the guidance of Director Arthur Conrad, the Institute of Music of San Francisco is offering all the facilities for a thorough musical education. The faculty of the Institute includes 20 teachers, a number of whom have international reputations as soloists and instructors. The curriculum has been enlarged so as to include practically every study that is immediately essential to a musical education. The Institute is divided into a Preparatory School and the Conservatory of Music proper. The faculty of the Conservatory confers two degrees, Teacher's Certificate and Diploma.

At the Summer Session of the University of California at Berkeley, there were enrolled 4007 persons. At the Los Angeles session there were 1416 students. The registration at the Inter-session was 1005. At Los Angeles, 29 states were represented in the student body. This is the third year of the session in Los Angeles and the first year following the taking over of the Los Angeles State Normal School by the University.

Summary of earnings of the pupils of Fort Bragg High School during ten weeks' vacation during the summer of 1920: During the first week of school, a questionnaire was answered by the 151 pupils of the Fort Bragg High School divided into classes as follows: Seniors, 32; Juniors, 24; Sophomores, 44; Freshmen, 51. The information asked for was:

1. Did you work for wages during the vacation?
2. What kind of work?
3. How much did you earn.
4. How much did you save?
5. How much did you spend for necessities?
6. How much did you spend for luxuries?

Of the 98 girls in the school 45 worked for wages and 53 did not. Most of the work was in canneries here or elsewhere. Some worked



WHY

does this pupil smile? Possibly it is because he is having his picture taken. Possibly it is because he has been dismissed for the day. Again it may be because he knows that should a fire break out in his school he will not be in danger.

Dahlstrom Hollow Metal Doors and Interior Trim are used throughout this otherwise fireproof school, thereby making it an absolutely fireproof school building. Dahlstrom products are manufactured from the best grade metals. There is absolutely no combustible material in them. A fire can not pass them. They can not warp, swell or crack.

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These books have been found particularly useful in creating a liking for a type of modern literature that has been too little used in High School class rooms. Place them in your English classes this year, and thus make it possible for all California High School pupils to use, to enjoy and to profit by them.



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RURAL SCHOOL MANAGEMENT—Wilkinson. A complete and well organized text which shows the teacher in a practical and concrete way just how to work out the present-day conception of the mission of the rural school. Each phase of rural school work is discussed thoroughly and helpfully under the three heads—functions, difficulties, and methods of improvement.

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THE COMMUNITY CENTER—Hanifan. Brief and concise, written by one who knows country life, and adaptable to varying conditions in any average community.

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Books like these will keep you informed of the latest thought in the educational world.

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Say you saw it in the Sierra Educational News

In offices, stores or homes.

Of the 53 boys all worked but two. One lived on a farm and got no wages and one was sick. The work was largely in the woods, lumber mill and stores. The following table shows the earnings and savings:

	Earned.	Saved.	Neces- sities.	Lux- uries.
1st year	\$1110.10	\$ 378.90	\$ 636.33	\$ 94.87
2nd year	2855.70	1445.50	1086.70	323.50
3rd year	2409.33	1315.70	850.13	243.50
4th year	2654.00	550.00	1563.00	541.00

Total\$9029.13 \$3690.10 \$4136.16 \$1202.87

The average earned for all the students attending school is \$58.47. The average for all the workers is \$94.05. The largest earnings reported was \$350 by one who ran a delivery wagon during the day and operated a moving picture machine at night. The smallest earnings was \$3 for washing dishes.

No suggestions as to what might constitute necessities or luxuries was made. By some a vacation for a week or two was called a luxury and by others a necessity.

The figures seem to show that Young America is willing to work and spends its money judiciously.

J. S. COTTON,
Principal.

Meeting of the Department of Superintendence at Atlantic City, February 28-March 3, Calvin N. Kendall, State Commissioner of Education of New Jersey, President of the Department.

Teachers of industrial art and hand-work will be interested in the new and beautifully illustrated number of the "Prang Bulletin" which has just been issued for free distribution. It contains illustrated articles on the following subjects: "Permodello" Modeling; "What to do with Enamelac"; "Batik" and How to Make It; "How to use Bateeko Dyes"; "Weaving With Pine Needles"; "How to Make Paper Posters"; "Making Busy Work Educational"; "Importance of Good Lettering"; "Simple, Yet Scientific Color Theory." These articles give detailed directions for using the new art products, such as "Enamelac," "Permodello," "Long-Leaf Pine Needles," etc. Teachers will find this issue of the "Prang Bulletin" one they will want to keep for reference use. Copies of it can be had free by teachers by addressing The Prang Company at either their Chicago or New York offices.

Sherman Wagner, of Minneapolis, Minn., aged 13, whose earnings from his garden were at the rate of \$3,761 an acre, was accorded the title of "King of school gardeners of Minneapolis," and when garden prizes were awarded at the Central High School in Minneapolis, the young soldier of the United States School Garden Army received a \$50 bicycle, a gold watch and a \$5 bank account.

Credit to the title was earned through winning, for two successive years, the distinction of having the best of all Minneapolis school gardens, thus twice besting 3,000 contestants for the coveted prize. No prizes were awarded in 1918 on account of the war, and the prize-

Say you saw it in the Sierra Educational News

COLOR

In the Teaching of Spelling

COLORED crayons will help in the teaching of spelling.

Lists written on the blackboard with light colored chalk will add interest to the words.

If white chalk be employed, a colored line under the parts of words often misspelled will help to call attention to the proper combinations of letters.

The pupils' spelling papers will appear more attractive by the addition of a colored crayon line beneath the name, or by a colored border line.

For both blackboard and paper, superior crayons should be employed. In other words, use

GOLD MEDAL CRAYONS

*Send for brochure on
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Not to make it look pretty but because he knows it is good business to give it a protecting cover that will withstand the weather and preserve the wood beneath.

Your Text Books

in the hands of a group of romping, red-blooded boys and girls get infinitely harder wear than the farmer's barn—and they will go to pieces in much less time unless someone has the foresight to insist upon protecting them from the hard knocks they are sure to get.

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HOLDEN BOOK COVERS

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awarding exercises of 1919 combined the prizes for two years. School authorities thought Sherman was doing fine work when in 1918 he made a clear profit of a little more than \$100 from his "one-third of a lot" garden. But in 1919 he sold produce worth \$144.89, besides contributing materially to his mother's canning supplies. And, just to give full measure, he assisted his mother in her canning. The boy's earnings were at the rate of \$3,761 an acre from his tomatoes, radishes, lettuce, and beans. A farmer feels that he is doing well, garden supervisors say, if he gets a profit of \$1,000 an acre. —School Life.

Of the 162,992 elementary school teachers in Japan, 117,182, or more than 70 per cent., are men. Even in the primary grades a great majority are men. Among Special Schools in the Island system, the Government maintains the Tokyo School of Foreign Languages offering instruction in twelve languages.

Nature Notes Digest and Pacific Fur and Feather, published in San Francisco, is a monthly devoted to fur, feather, fin and flowers. The September issue is unusually interesting. From the initial article, "Man, Mosquitoes and Immortality," to the last page the magazine is filled with articles that will appeal to nature lovers. A copy should be on the shelves of every library on the Pacific Coast, while teachers generally will find it helpful in their class work. The subscription rate per year is only one dollar. Address: Nature Notes Digest, 21 Rosemont Place, San Francisco.

At the University of North Carolina is an undertaking that may be copied by northern states: a department of rural education "for the purpose of training County Superintendents, Supervisors and Principals of rural schools," as well as teachers.

President Arthur T. Hadley will, after 22 years as head of Yale University, retire, so report says, in June 1921. Dr. Hadley will at that time have reached the age (65) at which officers of Yale may retire and notice is given now that time may be had for choice of a successor. Dr. Hadley advises that in the interest of continuity of progress, his successor should be "chosen next autumn and have at least six months in which to consider plans for the future, before assuming the actual duties of his office." Dr. Hadley will resume his studies and work as an economist.

Our readers will remember Mr. F. F. Nalder, formerly connected with the Extension Division, University of California, now Director of like work in Washington State College.

Mr. Nalder writes on the history of the State reformatories, their management and staff, the influences and problems of institutional treatment, medical, physical and moral training, and adds an exhaustive bibliography on the whole subject.

Conclusions to which Mr. Nalder comes are the following: The American State reformatory is a correctional institution of a distinct type

\$1005⁰⁰ in Prizes

READ the announcement on page 506 of this issue and tell your pupils about the Colgate Photographic Contest. Read them the simple rules below—they may wish to try for one of the 115 prizes.

Rules of the Contest

1. Any boy or girl not over seventeen years old may enter.
2. Photographs must reach Colgate & Co. on or before November 10th. Send photographs to Contest Editor, Colgate & Co., Dent. 30, 199 Fulton St., New York City. They will not be acknowledged, except as in rule No. 7.
3. Photographs must be marked on the back with your name, address and age; endorsement of parent, guardian or teacher that the picture was taken by you; name and address of dealer whose window is photographed.
4. It is understood that any photograph may be published in an advertisement. None will be returned—and all will be judged on the basis of their quality as photographs rather than on the advertising value of the window display. Of course, from a better window display, a more attractive photograph can be made.
5. The judges will consider:
 - (a) Sharpness and distinctness of the print.
 - (b) The proper angle, so that level surfaces show level and slanting surfaces at their true slant.
 - (c) A general understanding of photography, as shown by lighting, tone values, absence of reflections, etc.
6. The Editors of St. Nicholas Magazine have consented to serve as judges.
7. Everyone entering will receive a generous trial tube of Colgate's Ribbon Dental Cream as an acknowledgment of his or her entry.
8. Not a rule but a number of helpful hints: Look out for reflections in the window. When the opposite side of the street is in shadow, these reflections are less apt to show in the picture. If reflections show, you can sometimes avoid them by changing your position. Have the light behind you—but guard against a reflected glare in the glass. The very best way to take a window is a time exposure at night when the window is lighted.

But if your prints still show faults, send them in just the same—their other good qualities may be enough to win you a prize.

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Gymnasium Apparatus Playground Equipment Steel Lockers



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Write for Catalog "L"

It is a recognized guide on Gymnasium, Playground, Swimming Pool and Locker Room planning, equipment and operation. Sent on request to those who are interested. Write for it on your letterhead.

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First Choice *in Every State!*

Within one year after perfection, MIESSNER Pianos were being used in schools in every state of the Union.

The acceptance of this remarkable instrument has been so rapid that cumbersome uprights are being discarded as quickly as possible to make room for the one practical school piano—

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"The Little Piano with the Big Tone"

Piano accompaniment for every class is no longer impossible when the MIESSNER is used. One MIESSNER on each floor furnishes music for every room, as two boys can easily move it about.

Its low height (3 feet 7 inches) permits the teacher to look right over the top into the faces of her pupils as she plays. The class is at attention every minute—the music hour becomes the most keenly enjoyed period of the day.

And tone! The MIESSNER produces a tone as brilliant and pure, with volume, as any ordinary upright or small grand costing twice the money.

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You may use the MIESSNER in your own school for 10 days without paying us a penny. If it does not more than please you, just say so and ship it back at our expense.

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The publicity resulting from school sales enables us to give a liberal discount on this business. Costs you only half as much as the old-style upright or small grand. Write today for Catalog and Special Prices, and Free Trial Offer. **Clip This Coupon and Mail Today**



Two Small Boys Can Move It Easily

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146 Reed St., Milwaukee, Wis.
Kindly send me the MIESSNER catalog and complete details about your special school price and Free 10-Day Trial Offer. (SEN 10)

Name
School
Position
City State

Say you saw it in the Sierra Educational News

In that it combines the functions of prisons and schools. For the successful administration of reformatories, officers of intelligence, skill, integrity and high moral character are more necessary than laws or institutional equipment. The reformatory is hampered by its paradox of assuming to uplift men while surrounding them with walls, bars, restraint and armed guards, which custom and tradition have established as degrading. Much of the industrial training given is excellent, and contributes to the acquisition of skill, industrial competence, and habits of industry.

Mrs. Frances Effinger-Raymond, Manager, Pacific Coast Office of The Gregg Publishing Company, accompanied by Miss Elizabeth Adams, attended the First Seattle Business Show. All the schools of the metropolis of the Northwest took part in the great display. Mrs. Raymond will return to California to attend the Convention of Superintendents to be held in Riverside.

There is an occasional expression by certain fearful ones that maybe the Federal Aid to Education may lead to an undue dominance over the States. Among the 48 States, Missouri stands seventh in the amount of money received from the general government—\$103,808.00—every dollar of which must be matched by a dollar from the State. But it is asserted officially that "the Federal moneys will not pay more than 20 per cent. of the amount spent on these schools." The same may be affirmed of California.

The Agricultural Extension Division of the International Harvester Co., under direction of Professor Perry G. Holden is to be strengthened through the securing of Orson Ryan, Superintendent of Carlson County, Utah, to assume charge of Vitalized Agriculture under direction of Mr. Holden. Mr. Ryan has made an enviable reputation in Utah, not only as an educational administrator, but as an exponent of modern methods in education and in vitalized agriculture and the rotation plan. He has taken part in various State-wide campaigns for vitalizing education and will be a factor in spreading the work. Not only Mr. Ryan and Prof. Holden, but the country at large is to be congratulated.

Mr. W. C. Canterbury, secretary of the Oklahoma Education Association during the first year of its existence, and editor of The Oklahoma Teacher, the official publication of Oklahoma teachers, died June 28th at his home in Oklahoma City. Mr. Canterbury's death was a shock to the 14,000 of his fellow workers in Oklahoma. He was a most efficient and capable secretary. He built the association from infancy to 12,000 members in one year. Mr. M. A. Nash has been chosen successor to Mr. Canterbury.

The American Country Life Association, through its Executive Council, has recently appointed a Committee on Rural Government and Legislation. Upon this committee there appears but one woman, Mrs. Josephine Corliss



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If you want us to write well
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Our straws are the seamless wax paper straws which do not crack or break, and may be used many times. Papers for stringing are cut from engine paper, and of a variety of interesting shapes and colors.

No. 315.	100 paper straws, 8½ inches long,	per pkg.	\$0.20
No. 317.	1000 paper straws, ¾ inches long,	per box	.35
No. 325.	1000 colored paper forms, assorted squares, circles and diamonds, in an envelope		.25

Weight, 4 oz.

No. 7020.	An attractive partitioned box containing 500 straws and sufficient extra bright colored papers.		.35
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Tinted papers of extra strength, fine finish, and the best of colors. For use with water colors, crayon and charcoal. Put up 50 sheets in package, one color to package.

No. Color	Size 9x12	No. Color	Size 9x12
1. Red\$.38	12. Royal Purple\$.38
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4. Dark Green26	15. Dark Brown21
5. Light Blue21	16. Pink16
6. Dark Blue26	17. Steel Gray26
7. Pearl Gray21	18. Orange21
8. Slate21	19. White26
9. Gray21	20. Black26
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A Post Card will bring you a complete Price List of all kinds of School Papers.

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Black coated paper for silhouette cutting. Fine black surface, not a gray black so often sold for this purpose.

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6x9, Weight per pkg., 6 oz.

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The use of red and orange is so general at certain seasons of the year that we are now including them in our list.

No. 833.	5x5 in., 50 sheets, orangePkg.	\$0.20
No. 834.	5x5 in., 50 sheets, redPkg.	.20
No. 835.	6x9 in., 50 sheets, orangePkg.	.50
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This paper is of exceptional quality and will be found much better than the papers usually offered.

No. 860.	100 pieces, 4x4 in., gold or silver,	Per pkg.\$0.50
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No. 862.	20x24 in., gold or silver,	Per sheet10
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This is the same grade of paper and the same assortment of colors as in our Folding Paper.

No. 815.	½ in. wide, 20 in. long\$0.15
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Weight, 4 oz.

No. 817.	¾ in. wide, 5 in. long, assorted	20 colors.	Per pkg.04
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104.	Un gummed engine colored squares, standards20
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4x4, 4 oz. 6x6, 8 oz. 8x8, 14 oz.

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These papers are about half as heavy as the Construction papers, and are unexcelled for paper cutting and all forms of Industrial Art Work wherever inexpensive papers are used. A wide range of beautiful colors in antique finish at low cost. Put up 100 sheets in package, one color to a package.

No. Color	Size 9x12	No. Color	Size 9x12
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3P. Red Orange40	13P. Gray Red40
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Say you saw it in the Sierra Educational News

Preston, State Superintendent of the Schools of Washington, and recently President of the National Education Association. The Country Life Association will hold a conference at Amhurst, October 16th to 19th, when important topics will be considered.

The Smith-Towner Educational bill, calling for Federal support of education, was recently unanimously endorsed by the California Federation of Women's Clubs, San Francisco District, in annual convention assembled. The Federation has the hearty appreciation of the C. T. A. for its support in this regard, and in complying with a telegraphic request from our office to support this measure. Endorsement of the measure was had as well by the California Club and by the To Kalon Club.

The Antelope Valley Union High School District at Lancaster, California, recently voted \$200,000 for the erection of an Auditorium, Science Building, Gymnasium, and a Girls' Dormitory. The present Girls' Dormitory will be turned over to the boys. The bonds carried by a vote of 5 to 1.

Californians are always glad to hear of the progress of former members of the State Association who have moved to other fields of activity. A. W. Armitage will be remembered by many. He is Superintendent of the Goldfield, Nevada, Public Schools, and is reported as doing a particularly fine piece of work at that place. In a recent communication he speaks of the Sierra Educational News as a welcome visitor there, and in high appreciation of the value of the magazine.

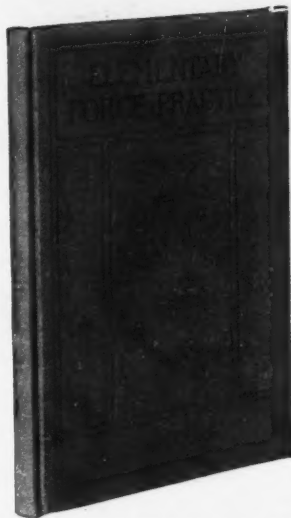
Dean John C. Merriam, Professor of Paleontology at the University of California, and one of the best known scientists in the country, was elected recently President of the Carnegie Institute at Washington. He has been associated with the University since 1887, and as Dean of the Faculties, under President Barrows, is most popular with students and faculty members. He was spoken of prominently for the Presidency. During the war he acted as Chairman of the National Research Council at Washington.

The Journal of Education has this to say about Milton J. Ferguson, California State Librarian: "Mr. Ferguson is at the head of the foremost State system of libraries in the United States. Other states have developed notable libraries in many localities, but no other state has developed in so large a proportion as 44 out of 58 counties a complete service that reaches every resident of the county, no matter how far he may be located from the central building. Mr. Ferguson will look after the states of California, Nevada and Utah as Regional Director of the American Library Association."

We have from John E. Wright, Principal of the Miramonte School, Los Angeles, the following little article contributed by one of the pupils of the school. This illustrates some of the results of small beginnings:

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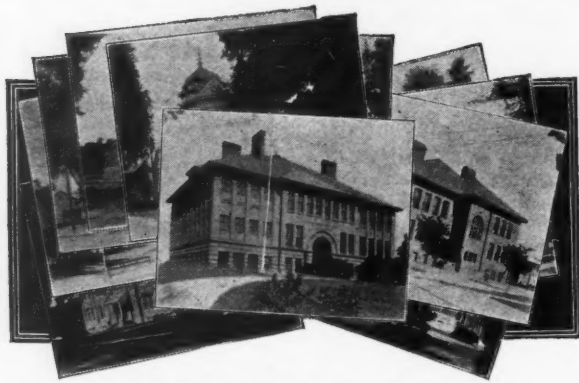
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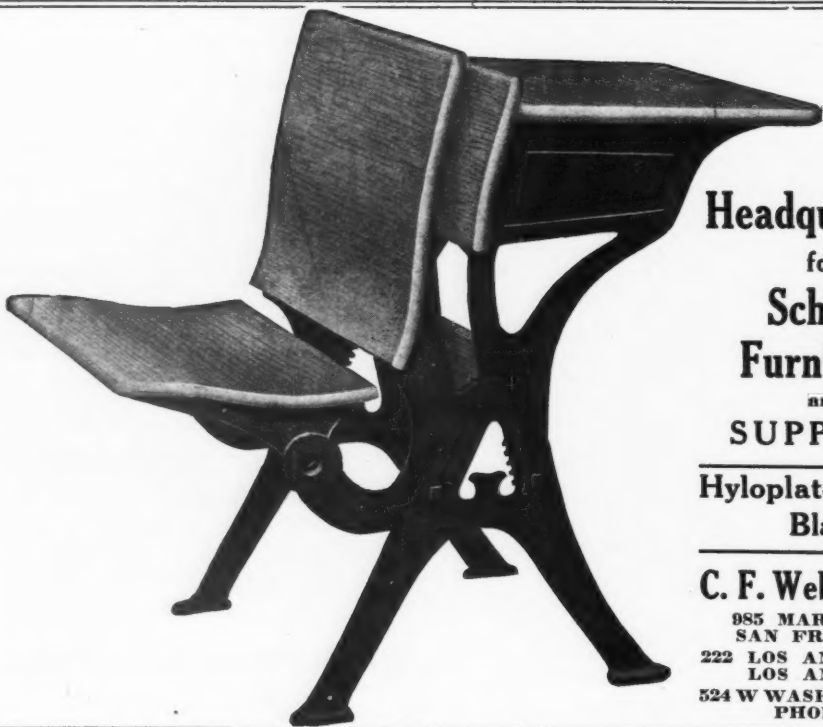
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The History of a Penny Pack of Seeds

"In the spring of 1919, I planted a penny pack of cucumber seeds. From these there grew four hills of cucumbers. During the season we had all the cucumbers we could use; gave away some to our neighbors; put up six gallons of sweet pickles and sold \$10.00 worth. Quite a profit. Besides I had the fun of planting them, the training and a healthful exercise."

The "Better Schools Amendment" now being advocated in Oklahoma by teachers and patrons interested in good schools, will be voted on in November. The amendment provides for a six-mill blanket levy on all taxable property in the state, the money to be distributed to the schools on a per capita basis. It is estimated that a result will be \$16 per child in addition to the present local funds in each district. This initiative petition has been filed with the Secretary of State with the proper number of signatures, and will be voted upon in November at the general election.

Dr. Guy Potter Benton, for years President of the University of Vermont, and who achieved eminent success as head of the educational work in the American Expeditionary Forces in Germany, recently entered the field of Visual Education. It is now announced that he has accepted appointment in the newly established Army Educational System, with official headquarters at Manila. He is to be consultant to the commanding General in the Department of the Philippines, including the United States troops in China. Mrs. Benton and their daughters will accompany him to his new field of opportunity.

It is stated that in San Diego there is a plan in force in the San Diego Teachers' Association, providing that members of this Association automatically become members of the California Teachers' Association. Such a plan should prove very advantageous to both the local and state organizations.

The year 1920 marks the three hundredth anniversary of two important events which led to the founding of the Republic of the United States of America. One is the signing of the Mayflower Compact and the landing of the Pilgrims; and the other is the meeting of the first American legislative assembly.

The tercentenary of these memorable events is being commemorated this year in the United States, in England, and in Holland. In August, the origin of the Pilgrim movement was celebrated in England. Early in September, meetings were held in Holland in memory of the Pilgrims' sojourn in that country.

Communities throughout America have taken this opportunity to review the "foundation upon which the United States rests"—and to re-emphasize those principles which these ancestors established—and which their sons, their followers, and their followers' sons have handed down to us through our form of representative government. Seventy American cities, including New York, Chicago and Boston, have made

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plans for their celebrations of the Tercentenary. To aid in this anniversary celebration, Community Service (Incorporated), One Madison avenue, New York, has drawn up suggestions for the use of schools, churches, clubs and general community groups throughout the United States and her territories. By writing to Community Service at the above address, individuals can secure valuable information and counsel regarding suitable plays, pageants, tableaux, recitations, ceremonials and music suitable for use in their communities.

Teacher training institutions of college and university rank in California, now upon the accredited list of the State Board, include: The University of California; Stanford University; University of Southern California; Pomona College; Mills College. The School of Education at Mills has been accredited, including one year of graduate study. The accreditation from the State Board will apply to both Mills and Pomona with the class of 1921. The University of the Pacific at San Jose is doing excellent work in training teachers in certain special branches of study.

The Siskiyou County, California, Institute was held at Etna Mills during the early part of September. Among the speakers were Mrs. Hugh Bradford, President C. M. Osenbaugh, George Schultzberg, Mr. Bayard Robley, Mrs. Lucia Howe, Mr. George Hjelte, Miss Georgiana Carden and Dr. Miller of Sacramento. In the resolutions of importance there was advocated the appointment of an attendance officer for the county; a general organization of Parent-Teacher Associations in all school districts; a professional organization of the teachers of the county.

A county organization was formed that there might be closer affiliation with the California Teachers' Association. Dr. E. W. Hauck was appointed to represent the county organization in such manner as might be made possible through proposed developments in the representative body of the C. T. A.

The National Committee on Mathematical Requirements held a meeting at Lake Delavan, Wisconsin, on September 2nd, 3rd and 4th, at which a number of reports were discussed and adopted. A report on the Revision of College Entrance Requirements received the greatest amount of discussion. It is hoped that this report may be released for publication early in October. It includes a general discussion of the present problems connected with college entrance requirements in mathematics, its report of an investigation recently made by the National Committee concerning the values of the various topics in elementary algebra as preparation for the elementary college courses in other subjects and a suggested revision of the definitions of entrance units in elementary algebra and plane geometry. In connection with the suggested requirements in plane geometry a list of fundamental propositions and construction is attached. This list includes the proposition which may be assumed without

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At the Forty-fourth Annual Convention of the New York State Shorthand Reporters' Association, December 30, 1919, Mr. Nathan Behrin created a new World's Record in Shorthand, by writing 324 words gross and 322 words net, a minute. The contest which was held under the auspices of the Certified Shorthand Reporters' Society, had been given wide publicity and was open to all, and writers of all the leading systems competed.

It is worthy of note that the record for solid non-court matter tests in this country is held by Mr. Behrin at 220 words per minute.

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proof or given informal treatment, a list of the most fundamental theorems and constructions from which it is intended that questions on entrance examination papers other than originals be chosen and a list of subsidiary theorems. It is proposed to prepare a mimeographed edition of this list of propositions and constructions at the earliest possible moment for the benefit of such teachers as may desire to make use of it in connection with their classes during the coming year. A copy will be sent to any person interested upon application to the Chairman of the Committee, J. W. Young, Hanover, New Hampshire.

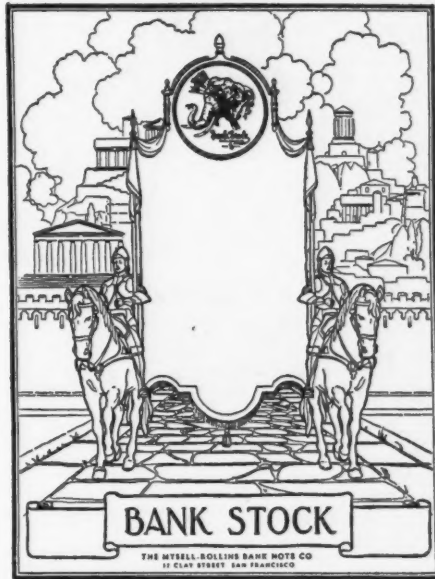
Prominent educators are being drafted off from the profession to engage in the lucrative "movie field." Mention has been made of the securing of former Superintendent J. H. Francis of Columbus, Ohio, to serve with the Keystone View Company as lecturer in Visual Education.

Now comes the announcement that Dr. James A. B. Scherer, for a number of years past President of Throop Polytechnic Institute, Pasadena, the institution more recently known as California Institute of Technology, has severed his connection with the engineering school and signed a long term contract with the Famous Players-Lasky Corporation. It is stated that Dr. Scherer is to write photo-plays, and that his contract carries with it the film rights of all his published works, and whatever original photo-plays he may write. Dr. Scherer is the author of a number of important works, and is an authority on Japan.

It is stated that pending the appointment of a new President of the California Institute of Technology, the affairs of the institution will be administered by a Faculty Committee, consisting of Prof. Franklin Thomas, Chairman, Arthur A. Noyes, C. K. Judy, Edward C. Barrett and H. C. Van Buskirk. Throop Polytechnic Institute had a nation-wide reputation as an academic and teacher training institution. As a distinctly engineering college, it has rapidly forged forward into a place of prominence. The future of the institution will be watched with interest, and Dr. Scherer's career in his new field will attract the attention of educators generally.

The Junior Red Cross of America has accomplished such great things in the line of **Service for Humanity**, that its name and fame for good works are already almost world-wide. Child welfare, child health and child happiness because of the co-operation of the child citizen are the aims of the Juniors.

The question has been asked: "What is the place of the Junior Red Cross in the actual school authorities in carrying on regular classroom activities such as will give play to practical acts of service, embody the principle of citizenship, develop a sense of civic responsibility and promote comradeship among the pupils. The Junior Red Cross is not seeking to add new courses or, in any way whatsoever to



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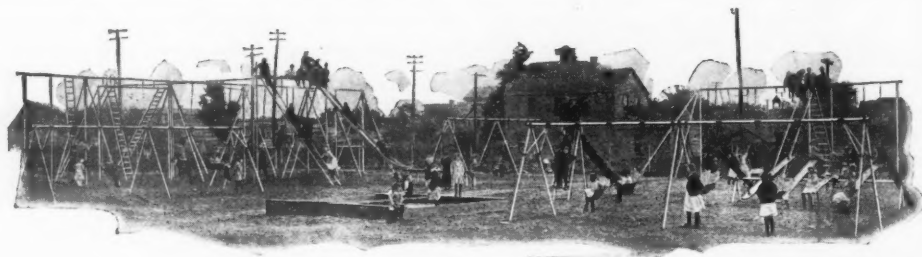
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add to the already heavy duties of the teacher, but to furnish helpful suggestions, vital material for supplemental reading, geography, history and English lessons, incentive for the manual training class—in providing simple, needed hospital equipment and toys for distribution—and broad fields for the exchange of the handiwork of pupils in all grades.

The Junior Red Cross places at the disposal of the school authorities of ALL schools not only pamphlets, patterns for manual work, well worked out suggestions for the carrying on of such projects as clean-up campaigns, civic and patriotic movements, etc., but courses in Home Hygiene and Care of the Sick, First Aid and Dietetics, and all the advantages to be derived from the resources of the Red Cross organization.

There is no individual membership or fee to exclude any child from the Junior Red Cross. The financial membership is the school and the individual is the **service unit**.

Institutes were held during September at Redding, Shasta County, and Eureka, Humboldt County. At the former meeting there were present from outside the county, Superintendent H. B. Wilson of Berkeley, President E. Morris Cox of the C. T. A., Mark Keppel, County Superintendent of Schools, Los Angeles, and Sam Cohn, Statistician, office of State Superintendent of Public Instruction. Hon. Job Wood, Jr., Deputy Superintendent of Public Instruction, Commissioner Olney, Professor Mead and others participated in the Humboldt County Institute.

Wisconsin has proposed a forward-looking educational program, and has laid down the following principles as being at the basis of any public educational program:

The welfare of every child is a primary concern of the state.

The state exists for the welfare of its citizens. It is a means to an end.

The duty of the state to require a minimum of education in the interest of its own security and progress.

The right of the state to provide comprehensive statewide educational facilities of every grade of education open on equal terms to all citizens.

The right of the state to tax all the property, including the income or inheritance of people to support and maintain a public educational system.

The obligation of the state to furnish instruction "as good indeed for the poorest boy of the state as the rich man can furnish for his children with all his wealth."

Equality of educational opportunity everywhere in the state. Wherever the state permits a community to organize a public school, it shall see that the community is able to provide, with state aid if necessary, adequate educational facilities.

The organization of educational and taxation units large enough to adequately finance and furnish at least that minimum of education which the state regards as necessary to its con-

LOOKING FORWARD

The Registration Bureau of the California Teachers' Association has been in existence for nearly a year. It has fully justified its work in the service of the teachers of the State. Teachers generally have realized that the Bureau is their organization and is conducted in their interest and without profit.

Here are extracts from a few letters from dozens received that show how the work of the Bureau is appreciated:

"Having obtained four teachers through your office . . . I believe that I can say truthfully it is a very decided step ahead in the placing of teachers. I like the idea of having several to select from. . . . It is also a practical side of the Cal. Teachers' Association that should appeal to every teacher. It is the right idea of a clearing house for teachers."

V. A. DUNLAVY, Sonora, Cal.

"I am certain that the Bureau is a most helpful organization. . . . When I have asked concerning teachers, I have received immediate reply and, on the whole, I believe, careful consideration as to the persons recommended. I strongly recommend the California Bureau and hope that in the coming years all teachers who desire positions may register with the Bureau so that Principals may secure all their teachers through this agency."

A. J. LUDDEN,

Kern Co. Union High School, Bakersfield.

"Since we have in the last few weeks engaged three teachers through you for the faculty of this school . . . I am glad to certify to my opinion that your work as a medium of communication between teachers wanting positions and schools wanting teachers is a decided help in the school system of this state. . . . I was particularly eager to get my problem as to teachers for next year solved promptly; and by your efficient aid I was able to do that."

F. P. JOHNSON, Principal,

Hayward Union High School.

"I want to take this opportunity of thanking you for your timely and efficient service in my behalf in securing for me the Principalship of the Calistoga Union High School. It was due in a large measure to your knowledge of conditions there, and to the confidence of the Calistoga Board of Trustees in you and your recommendation, that I was elected there. I shall try to express my gratitude to you more effectually by becoming a booster for the Calif. Registration Bureau."

E. R. GAUTHIER.

School officials with vacancies to fill or teachers desiring positions should at once write, phone, or seek personal conference with Teachers' Registration Bureau, California Teachers' Association, C. M. Rogers, Manager, Rooms 7 and 8, Wright Building, 2161 Shattuck Avenue, Berkeley. Phone, Berkeley 1689. Or address: California Teachers' Association, Flood Building, San Francisco.

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Shall We Eliminate Applied Arts?

Every voter in California should read every word in the "Primer of Education and School Finance," published in the September issue of the Sierra Educational News. Says the Primer: "Drawing, home economics, industrial education, music, physical education, are as necessary as are reading and figures and oral and written expression and geography and civic training."

The following quotation from the Primer is right to the point:

"Shall we eliminate APPLIED ARTS? Who suffers from shutting out this branch of instruction? People of means provide these opportunities for their children regardless of what the State may do. Some of our most talented children will be condemned to follow uncongenial pursuits if this training in the schools is denied them. Moreover, developments in the industries, in improved manufacturing, in the application of scientific methods to the problems of modern life, are largely brought about by those who have had the advantages of applied arts work in school. Equal opportunities should be given those children of artistic and scientific tendencies with those whose ability is in other fields."

Applied Arts are and have been emphasized by the



Therefore if you want to help the resources of the State, send those who want to study art to this school, and engage teachers trained here for your art and craft work.

For full information regarding courses or teachers, communicate with F. H. Meyer, Director, 2119 Allston Way, Berkeley, California.

VOTE YES

on Constitutional Amendment No. 16 on the Ballot.
ELECTION NOVEMBER 2ND

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tinued existence in order that it may achieve its public welfare purposes.

The duty of educational institutions, in accordance with a state plan, to serve the state by informing the citizenship, by furnishing trained, socially-minded men for the trades, professions and particularly the public service, by research in the great problems of our industrial and social life today calling for solution.

Teachers Wanted; \$100 to \$150 Month. All teachers should try the U. S. Government examinations to be held throughout the entire country during the Fall. Thousands of permanent, life, positions are to be filled at from \$1100 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. C226, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions open and giving many sample examination questions, which will be sent free of charge.

Amendment 12 upon the ballot in California, to be voted upon November 2nd, has to do with financial support of the University of California. President Barrows writes in support of this measure, citing the increased enrollment at the University, which has increased 200 per cent since 1910. It is one of the largest, if not the largest, University in America. In addition there are 1800 students in the Southern Branch at Los Angeles. Dr. Barrows points out that only three solutions appear possible in the present crisis:

- (1) The University services can be so enfeebled as to keep within the bounds of an uncertain and sporadic income;
- (2) Tuition can be charged;
- (3) A permanent progressive plan providing for a steady income proportionate to the wealth of the state can be adopted.

It is contended this last plan is embodied in Amendment 12.

Teachers and principals who are working upon courses and problems in school civics and citizenship will find suggestive material and outlines in Part 3 of the report of a Survey of Schools in Memphis, Tennessee. It appears in Bulletin 1919, No. 50, of the U. S. Bureau of Education.

California has five day-schools for backward and sub-normal children—Fresno, Los Angeles, Oakland, San Francisco and San Luis Obispo. The enrollment is approximately 500. New Jersey makes more general provision than any other state (23 cities); then Massachusetts (17), and Michigan (10).

Our United States Commissioner of Education, Dr. P. P. Claxton, estimates that there are 15 million persons in this country who can not read a newspaper, and that illiteracy costs us \$1,500,000,000 a year.

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READING AND PHONETICS IN PRIMARY GRADES

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Professor Robert J. Leonard, director of the division of vocational education in the University of California, has been elected to the general council of the National Society for Vocational Education. Members of the Council elected at same time include William C. Redfield, former Secretary of Commerce, New York; Sarah A. Conboy, Secretary-Treasurer United Textile Workers of America; Matthew Woll, Vice-President American Federation of Labor; Dr. David Snedden, Columbia University, and Miss Maude Murchie, State Supervisor of Home Economics, State Board of Education, California.

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(Continued from Page 494)
items affecting the cost of living.

"To analyze published or available reports and market quotations.

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"It is estimated that the total cost of the work, including publications, would be about \$3000 a month. This amount it is proposed to collect as far as possible from associations representing respectively employers, employees, and the general public, for example, manufacturers' associations, labor organizations, and chambers of commerce.

"The Pacific Coast Bureau of Employment Research has the necessary staff to begin at once. The time of starting depends only on the securing of funds and the completion of plans after the advisory committees are selected."

It is planned to publish weekly circulars and monthly bulletins containing information on these topics of value to the workers and to employers, and, in addition, to give wide publicity to such material through newspapers and magazines.

Under an "Educational Bonus" Act, Wisconsin has assigned nearly 6000 citizens, honorably discharged from war service, to various schools in the State. (Four to grade schools) and 1223 to correspondence instruction with the University Extension division, besides 300 receiving instruction in evening classes.

C. G. Campbell, well known throughout the United States as an expert in the manufacture and sale of laboratory furniture, has been elected a member of the Board of Directors and appointed General Manager of the Kewaunee Mfg.

Company, Kewaunee, Wisconsin. For fifteen years Mr. Campbell has been interested in the furniture business, both in manufacturing and sales. His work has been constructive and he has had a big experience in designing, manufacturing and selling. Mr. Campbell is recognized as a laboratory furniture engineer of ability.



Many of the largest laboratory equipments in the United States, both for educational and industrial use, have been designed by him, and installed under his direction. Mr. Campbell is well known to school executives on account of his connection of several years as Sales Manager of the Kewaunee Mfg. Company. The Kewaunee Mfg. Co. is one of the oldest manufacturers in the country of laboratory equipment for schools, hospitals, manufacturing plants, etc., and enjoys a deserving high reputation for the excellence of its product. The Company has recently increased its capital from \$65,000 to \$300,000. A new factory building four stories in height is being erected. This will give three factory buildings with yardage, railroad tracks, dockage, dry kiln and storage capacity assuring a greatly increased output and prompt shipment to the trade.

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